CAMPING OUT

A MANUAL ON ORGANIZED CAMPING

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MANUAL ON ORGANIZED CAMPING

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DREAMING.

CAMPING OUT

A

MANUAL ON ORGANIZED CAMPING

The Playground and Recreation
Association of America
New York

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1925

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PREFACE

This manual treats of organized camps and camping and is offered as a source of information to individuals and agencies now conducting camps, more especially to those who have recently entered into camping or are about to do so. It is hoped also that the manual will be found useful in college and university courses for the training of camp directors and leaders.

The manual is the result of a study of summer camps throughout the United States, during the season of 1923, by the Playground and Recreation Association of America —a study made possible through the aid of the Laura Spelman Rockefeller Memorial. The general supervision of the camp study and of the preparation of the manual was placed in The National Committee on the Study of Summer Camps, appointed by Joseph Lee, President of the Playground and Recreation Association of America. This Committee was composed of the following men and women: Miss Helen Davis, Miss Evelyn Dewey, Major George C. Dunham (representing General Merritt W. Ireland), Dr. John H. Finley, Dr. John A. Hartwell, Mr. Nelson Lewis, Dr. J. H. McCurdy, Chairman, Mrs. Louis Guerineau Myers, Dr. Myron T. Scudder, Major William A. Welch, Mr. Gaylord S. White, and Mr. Caspar Whitney.

For aid in collecting information the heartiest thanks of the Playground and Recreation Association of America are extended to the executive officers and other officials connected with the following agencies: The Bureau of Forestry of the United States Department of Agriculture; the National Park Service of the United States Department of Interior; the States Relation Service of the United States Department of Agriculture; the Surgeon General's Office of the United States Army; the Division of Home Economics of the United States Department of Agriculture; the United States Public Health Service; the State Department of Health of each State in the Union; the Agriculture Extension Divisions of many state universities and large numbers of county agricultural agents through-

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out the country; the State Forestry Department or State Conservation Commissions of every state having such departments or commissions; the Municipal Recreation Department of Los Angeles, Oakland, Stockton, Sacramento and Berkeley, California; Dallas, Houston and Ft. Worth, Texas, and Detroit, Michigan; the Boy Scouts of America; the Camp Fire Girls; the Woodcraft League; the National Committee of the Y. W. C. A.; the Girl Scouts and the camping departments of these respective organizations; the Boys' Work Department of the International Committee of the Y. M. C. A.; the National Federation of Boys' Clubs and the National Federation of Girls' Clubs and large numbers of local clubs affiliated with these organizations; the Federal Council of Churches of Christ in America and large numbers of local Church Federations; the Missionary Educational Movement; the National Catholic Welfare Council; the councils of social agencies, or federations of social agencies or community councils in over a hundred cities; the National Association of Directors of Girls' Camps and the Camp Directors Association of America; the Educational Department of the National Auto Chamber of Commerce and of the United States Chamber of Commerce; the Commission of Immigration and Housing of the State of California; the National Headquarters of the American Legion, and the American National Red Cross.

Grateful acknowledgment is made of much efficient volunteer work in studying camps performed by Miss Ruby Jolliffe and Mr. F. M. Brown of the Camping Department of the Palisades Interstate Park; Mr. R. S. Wambold of the Madison Avenue Presbyterian Church, New York City; Dr. Eugene H. Lehman, Editor of "Camps and Camping"; Miss Josephine Little of the Camping Department of the National Committee of the Y. W. C. A.; Mr. George Affleck of the International Y. M. C. A. College; Dr. George Meylan of Columbia University; Miss Edith Kempthorne, Field Secretary of the Camp Fire Girls; Miss Louise Price, Camping Department of the Girl Scouts; Mr. L. L. McDonald, Camping Department of the Boy Scouts of America; Miss Margaret McLean, Park Department and Recreation Department of Ft. Worth, Texas; Mr. W. F. Jacoby, Park and Rec-

reation Department of Dallas, Texas; Miss Corrine Fonde of the Recreation Department of Houston, Texas; Mrs. B. S. Rosing of the Central Council of Social Agencies of Milwaukee; Prof. H. R. Francis of the New York State College of Forestry; Mr. Stacy Bowing of the St. Paul Community Chest; Mr. C. E. Brewer, Commissioner of Recreation, Detroit, Michigan; Dr. Frances Hollingshead of the Buffalo Foundation; Mr. Ralph J. Reed of the Public Welfare Bureau of Chamber of Commerce, Des Moines, Iowa; Dr. Ferris Laune of the Weiboldt Foundation, Chicago, Ill.; Mr. Harold O. Berg of the Recreation Council of Cleveland, Ohio, and Mr. Frank Marsh of the Westchester County Park Commission, New York.

The field staff for this study consisted of Dr. Bertha Stewart Dyment of the University of Oregon; Mr. J. B. Nash, Superintendent of Recreation of Los Angeles, California; Mr. J. A. Dickey of Cornell University; Mr. R. K. Atkinson, Recreation Department of the Russell Sage Foundation; Mr. Paul Samson of the Ypsilanti State Normal, Michigan; Miss Margaret Jennings of Urbana, Ohio, and Dr. C. H. Keene, Director of Health and Physical Education of the State Department of Public Instruction of Pennsylvania. Special acknowledgment is made of the service of every member of this staff.

The Association is especially indebted to Dr. George E. Dunham of the Medical Corps of the United States Army; Dr. Louise Stanley and Miss Caroline L. Hunt of the Bureau of Home Economics of the United States Department of Agriculture; Mr. L. L. McDonald, Director Department of Camping, Boy Scouts of America; Dr. E. K. Fretwell of Teachers College, Columbia University; Ornstein, Rifkin and Company; for the preparation of the chapters respectively credited in the index on Chapters and Authors, and to Mr. George Affleck of the International Y. M. C. A. College for preparation of bibliographies.

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For faithful and painstaking work in filing, studying and tabulating the camp reports, and in preparation of the manuscript of the manual, thanks are especially due to Miss Mabel E. Dowe, Statistician, and Miss Eva Buchman, Secretary to the Editor.

The policy of not using names of specific camps has been followed throughout the manual. From among a large number of camp reports the editor has drawn freely for pictures, copies of forms, rules and regulations, programs and much other material with which to illustrate the text. The Association gratefully acknowledges indebtedness to all those camp directors who have thus contributed to the text of the manual. Thanks are equally due and as gratefully given to all those directors who sent in valuable material which could not be used because of limitations of space. The Association is especially indebted to all those directors and counsellors who aided the field staff in their studies.

To many others not specifically mentioned, especially to individual camp executives who took the time and trouble to send in reports concerning their camps, and to others who by words of encouragement and by suggestions and criticism have helped to make this work possible, the Association extends heartiest thanks.

Because of the pressure under which the writing of the manual has been done no doubt some errors of fact will be discovered. It will be found, probably, that some phases of organized camping should have been included that have not been covered. The editor welcomes and invites from any source, corrections of fact and helpful suggestions upon the arrangement and content of the subject matter of the text.

L. H. Weir, Editor,
Field Secretary,
Playground and Recreation Association of America.

CHAPTERS AND AUTHORS

CHAPTER		PAGE
I.	CAMPING IN THE UNITED STATES, by L. H. Weir, Field Secretary, Playground and Recreation Association of America	1
II.	SELECTION OF CAMP SITE, by L. H. Weir	21
III.	CAMP SITE PLANNING, by L. H. Weir	38
IV.	EQUIPMENT, by L. H. Weir	57
V.	CAMP COMMITTEE ORGANIZATION AND DUTIES, by L. H. Weir	120
VI.	CAMP ORGANIZATION, by L. H. Weir	204
VII.	BASES OF PROGRAM MAKING, by L. H. Weir	288
VIII.	CAMP SANITATION, by George C. Dunham, M.D., DR. P.H., D.T.M. & H., Fellow, A.P.H.A., Major, Medical Corps, U. S. Army	346
IX.	DIET AND NUTRITION, by Miss Caroline L. Hunt, Bureau of Home Economics, United States Department of Agriculture. The section on CAMP PURCHASING is by Mr. H. A. Gordon, Chief Director, Kanohwahke Boy Scout Camps, Tuxedo, New York	445
X.	ACCOUNTING FOR CAMPS, by Irving Ornstein, C.P.A., and Louis A. Rifkin, B.C.S., C.P.A. Members of the Firm of Ornstein, Rifkin & Company, Certified Public Accountants, 505 Fifth Avenue, New York City	488
XI.	LEADERSHIP, by Mr. L. L. McDonald, Director, Camping Department, Boy Scouts of America	545
XII.	THE TRAINING OF CAMP LEADERS, by Dr. E. K. Fretwell, Associate Professor of Education, Teachers College, Columbia University, New York City	564
XIII.	CAMP STANDARDS, compiled by L. H. Weir	587

BIBLIOGRAPHIES, by George B. Affleck, International Y. M. C. A. College, Springfield, Massachusetts.

CONTENTS

CHAPTER PAGE

I. Camping in the United States. Mass Movement to the Open Country. Influence of Early Experiences of Mankind. Americans for Eight Generations and Open Country Dwelling People. Industrial Revolution and the Change to Urban Dwelling. Revolt against Restricted Living Conditions. Influence of Increased Wealth, More Leisure, Cheap Transportation, Good Roads and Trails, Extension of Public Forest and Park Areas, and Modern Inventions. Rise of Private and Community Camping Agencies. Extent of Private Organized Camping Movement. Private Community Agencies Promoting Camping and Extent of Movement. Public Agencies. Tendencies of Organized Camping Movement. Immediate and Future Needs..... 1

II. Selection of Camp Site. Water Supply. Soil. Drainage. Winds. Size. Trees. Scenic Beauty; Water for Sports. Privacy. Distance from Home Community. Fresh Food Supply. Dangerous Elements. Altitude. Temperature and Humidity. Expert Advice. Bibliography..... 21

III. Camp Site Planning. Surveys. Maps. Expert Advice in Planning Buildings. Location of Sleeping Quarters. Dining Hall and Kitchen. Ice House. Store Houses. Incinerators. Social or Recreation Hall. Workshop or Craft House. Outside Latrines or Toilets, Cesspool, Septic Tank and Toilets in Relation to Water Areas. Wash Houses. Wells and Springs. Boat Docks and Swimming Docks. Boat Houses. Outdoor Games and Sports Facilities. Water Reservoir. Barn, Stable or Corral. Garage. Miscellaneous Features. Plans of Camp Layouts..... 38

IV. Equipment. Definition of Equipment. Sleeping Quarters. Plans of Sleeping Quarters. Movable Equipment for Sleeping. Washing Facili-

CHAPTER PAGE

ties. Social Hall and Movable Equipment. Dining Hall and Equipment. Kitchen and Equipment. Storage Facilities. Ice House. Facilities for Disposal of Sewage and Garbage. Composite Buildings and Plans. Office Headquarters. Hospital Equipment. Nature Museum. Games and Sports Facilities on Land. Water Sports Facilities. Equipment for Water Front Protection. Outdoor Theatre. Council Ring. Shooting Equipment. Craft Equipment. Flag Pole. Garage and Barn. Standard Lists of Equipment for Small Camps,—Boy Scouts and Girl Scouts. Example of Equipment for Fresh Air Camp. Bibliography 57

V. Camp Committee Organization and Duties. Organization of Camp Committee. Outline of Duties. Detailed Consideration of some Duties of Committee. Collection of Information. Educational Publicity. Medical Examination of Campers. Samples of Medical Examination Blanks. Admission Requirements. Fees. What Campers Are Required to Bring to Camp. Communications to Campers and Parents,—Examples of such Communications. Time of Opening and Closing Camp. Communications of Director to Staff Before Opening of Camp. Camp Staff. Examples of Camp Staffs. Application Forms Used in Employment of Staff Members. Transportation and Purchase of Supplies. Insurance,—Accident, Fire, Tornado, Burglary, etc. Camp Committee and Camping. Camp Conferences. Training Courses for Leaders. Preparation of Physical Properties for Opening of Camp 120

VI. Camp Organization. Summary of Activities Preliminary to Opening Camp. Diagram of Organization of Camp Staff. Examples of Staff Organization. General Assemblies. Staff Conferences. Staff Rest and Recreation Periods. Organization of Campers,—Basic Unit, Age Divisions, Departmental Organization, Mass Groups, Self Government, Dining, Service Duty. Medical and Physical Examination. Examples of Forms used in Medical and Physical Examination. Inspection. Camp Rules and

CHAPTER PAGE

Regulations,—General and Governing Specific Activities. Discipline. Systems of Awards and Honors. Daily Programs. Bibliography..... 204

VII. Bases of Program Making. Analysis of Program. Program a Series of Acts of Living. Necessary Acts of Living Essential Part of Program. Program Activities Growing Out of Natural Interests,—Physical, Manual, Environmental, Rhythmic, Dramatic, Use of Language, Social, Civic, Religious. Interrelation of all These Interests in Life Activities. Primary Purpose of Program. Different Age Periods in Development of Children. General References upon Age Periods. Specific References on Physical, Manual, Environmental, Rhythmic, Dramatic, Use of Language, Social, Civic and Religious Activities. Bibliography on Camps and Camping.....

VIII. Camp Sanitation. Introduction. Sanitation, Infectious Disease, and Nuisance Defined. Factors Involved in Selection of Suitable Camp Site. Water Supply—Sources, Quantity, Purification, Distribution. Methods of Sewage, Garbage, Rubbish and Manure Disposal. Sanitary Care of Dining and Kitchen Utensils. Medical and Physical Examination of all Persons Handling Foods. Sources of and Sanitary Care of Meat, Vegetables and Milk. Shower Baths and Swimming Pools. Sanitary Care of Swimming Pools. Sleeping Quarters,—Ventilation, Standards of Floor Area and Cubic Feet of Air Space per Capita, Types of Beds and Their Arrangement. Insect Control,—Methods of Eradicating Flies and Mosquitoes, Bed Bugs and Roaches. Sanitation of Grounds. Physical Examination of Campers. Methods of Control of Infectious Diseases. Medical Supervision. Camp Hospital and Equipment. Bibliography upon Sanitation and First Aid..... 288

IX. Diet and Nutrition. Problem of Feeding People is Similar Under All Conditions of Living. Requirements of the Diet. Foods that Supply Fuel. Fuel in Relation to Other Important Elements of Diet. Protein. Mineral Substances.

CHAPTER PAGE

Vitamins. Roughage. The Per-Man-Per-Day-Ration. Good Proportions in the Diet. Specifications in Making Up Properly Balanced Diet,—Efficient Protein, Total Protein and Vitamin B, Calcium, Iron, Phosphorus, Foods Depended Upon for Vitamin A, Foods Depended Upon for Vitamin C, "Roughage," Foods That Lie Within the Region of Choice. Necessary Basis of the Diet. Proportion in Relation to Palatability. Necessary Basis in the Food Supplies of People of Different Ages. Tables Showing the Number of 100-Calorie Portions in Different Foods. Analysis of Sample Camp Menus. Menu-Building Score Card. Camp Purchasing. Bibliography 346

X. Accounting for Camps. Introduction,—Statement of the Problem and Plan of Treatment. Classification of Accounts. Books and Records,—Different Kinds with Detailed Explanation of Their Use. Financial Statement,—Balance Sheet and Income and Expense Statement. Example of Balance Sheet and Statement of Income and Expense with Accompanying Schedules. Forms,—Examples of Fourteen Different Forms Used in Camp Business Transactions. Summary. . . 488

XI. Leadership. Leadership Paramount. The Camp Director. Qualifications in Relation to Campers, Sponsors, Parents, and General Public. General Qualifications. Standard Requirements for Camp Directors in Boy Scout Council Camps. Counsellor Staff. Qualifications Demanded of Counsellors as Stated by Various Camp Authorities. Volunteer Leadership. Final Test of Leadership. Notes and References 545

XII. The Training of Camp Leaders. Need of Establishment of Training Courses. Different Types of Leaders to Be Trained. Ways Through which Present Camp Leaders Have Secured Their Training. Contributions to Leadership Training Made by Various Educational and Social Agencies. Methods Employed by Some of These Organizations. Camp Leaders' Training Course of the School of Education of Boston University. Sar-

CHAPTER PAGE

gent School of Physical Education. Goucher College Courses. Outline of the Course of Training in Camp Leadership of Teachers College, Columbia University. National Training School, Girl Scouts. Methods of Organization and Conduct of Short Training Courses. Conclusion 564

XIII. Camp Standards. Methods of Grading Camps. Surveys. Plan for Standardization of Association Boys' Camps, International Committee of the Y. M. C. A. Graded Requirements for Boy Scout Camps. Survey Blanks for Reporting on Boy Scout Council Training Camps. Boy Scout Camp Inspection Report Form. Standard Requirements of Girl Scout Camps. Standards for Summer Camps by Maine State Health Department. Blank for the Examination of Summer Camps, State of Maine. Statement of Basic Standards for Organized Summer Camps. Licensing Camp Directors and Counsellors 587

LIST OF ILLUSTRATIONS

Dreaming . . . . . *Frontispiece*

PLATE — FACING PAGE

1. Examples of Military Plan and Council Ring Plan of Camp Layout 42
2. Example of Topographical Plan of Camp Layout . . 43
3. Tent in a Camp Fire Girls' Camp 48
4. Tent and Double Decker Bunks, Y. M. C. A. Camp . 48
5. Two-Room Cottage in a Western Municipal Camp . . 49
6. Outdoor Sleeping 54
7. Rustic Cottage-Cabins in a Boy Scout Camp 54
8. Type of Cottage in a Mixed Family Camp 55
9. Rustic Cottage in a Private Camp for Girls 66
10. Dormitory in a Fresh Air Camp 67
11. Social Hall in a Western Municipal Camp 74
12. Interior of Social Hall in a Western Municipal Camp . 75
13. Wash Houses in a Private Camp for Boys 86
14. Washing Facilities in a Girl Scout Camp 86
15. Wash Room in a Fresh Air Camp 87
16. Ice House, Storehouses and Dark Room in a Private Camp for Boys 94
17. Veranda Used as a Dining Room in a Disabled Veterans' Camp 95
18. Open-Wall Dining-Recreational Hall in a Girl Scout Camp 102
19. Open Air Dining Room in a Private Camp for Girls . . 103
20. Dining Room in a Western Municipal Mixed Family Camp 103
21. Partly Open Dining Room, showing Equipment . . . 112
22. Dining Room and Kitchen in a Boy Scout Club House 113
23. Kitchen in a Disabled Veterans' Camp 122

PLATE FACING PAGE

24. Modern Kitchen and Equipment in a Fresh Air Camp 123
25. Outdoor Nature Museum in a Camp Fire Girls' Camp 134
26. Examples of Boat Houses and Docks 135
27. Children's Playground and Equipment in a Western Municipal Camp 144
28. Bath House in a Fresh Air Camp. 145
29. Archery in a Girl Scout Camp 152
30. Rifle Range in a Public School Camp 152
31. Handicraft Work in a Private Camp for Girls 153
32. Carpentry in a Y. M. C. A. Camp 153
33. Outdoor Theatre in a Boy Scout Camp 160
34. Council Ring in a Private Camp for Girls 161
35. Swimming Crib in a Camp Fire Girls' Camp. 168
36. Swimming Dock with Spring Board and Diving Tower, Y. M. C. A. Camp 169
37. Artificial Swimming Pool in a Southern Private Camp for Girls. 169
38. Dish-Washing in a Girl Scout Camp 178
39. Outdoor Cooking in a Western Municipal Camp for Playground Children 179
40. Market Day in a Girl Scout Camp 188
41. Housekeeping Unit in a Girl Scout Camp 189
42. Service Duty in a Fresh Air Camp—Cleaning the Campus. 196
43. Wood Detail at Work in a Boy Scout Camp. 197
44. Cooperative Preparation of Food in a Western Municipal Camp 197
45. Personal Inspection in a Boy Scout Camp. 208
46. Boy Scouts Lined Up for Inspection of Tents and Grounds 209
47. Live-Saving Instruction in a Boy Scout Camp 218
48. First Aid Instruction in a Boy Scout Camp 218

PLATE FACING PAGE

49. Girl Scouts Demonstrating the Breast-Carry in Life-Saving 219
50. Horseback Riding in a Private Camp for Girls 226
51. Camp Fire Girls Ready for a Plunge 227
52. Setting-Up Exercises in a Camp Fire Girls' Camp . . 238
53. Folk Dancing in a Camp Fire Girls' Camp 238
54. Girl Scouts Starting for an Overnight Hike 239
55. Setting-Up Exercises in a Boy Scout Camp 246
56. Basketball in a Private Camp for Girls 247
57. Water Sports in a Boy Scout Camp. 258
58. Croquet in a Municipal Camp 258
59. Playground Baseball on an Improvised Diamond in a Girl Scout Camp. 259
60. Boating and Canoeing in a Camp Fire Girls' Camp . . 270
61. Tennis in a Private Camp for Girls 271
62. Baseball in a Y. M. C. A. Camp 280
63. Wall-Scaling in a Boy Scout Camp 280
64. Tent-Pitching in a Camp Fire Girls' Camp 281
65. Outdoor Cooking in a Camp Fire Girls' Camp—Demonstrating Use of Reflector Oven. 281
66. Woodcraft in a Girl Scout Camp. 290
67. Pottery-Making in a Camp Fire Girls' Camp 291
68. Craft Room in a Private Camp for Girls 296
69. Woodcraft in a Y. M. C. A. Camp 297
70. Girls Roofing a Shack in a Private Camp for Girls . . 297
71. Dramatics in a Private Camp for Girls 304
72. Indian Pageant in a Y. M. C. A. Camp 305
73. Dramatics in a Camp Fire Girls' Camp 305
74. Social Dancing in a Disabled Veterans' Camp 312
75. Radio Building in a Y. M. C. A. Camp 313
76. Nature Study Room in a Y. M. C. A. Camp. 313
77. General Assembly in a Camp Fire Girls' Camp. . . . 322

PLATE FACING PAGE

78. Morning Sing in a Camp Fire Girls' Camp 322
79. Marshmallow Toast at the Camp Fire in an Industrial Recreation Camp. 323
80. A Quiet Game in a Boy Scout Camp. 323
81. Story-telling in a Camp Fire Girls' Camp 330
82. Girl Scouts on a Treasure Hunt 331
83. Civic Ceremony in a Fresh Air Camp—Flag Raising and Salute 340
84. Early Morning Mass for Catholic Boys in a Boy Scout Camp. 341
85. Outdoor Chapel in a Y. M. C. A. Camp 341

MANUAL ON ORGANIZED CAMPING

CHAPTER I

CAMPING IN THE UNITED STATES

Camping has become within the past two decades a major form of recreation for literally millions of persons in the United States.

The fundamental cause of this return to a more or less primitive form of living is that it appeals to some of the oldest and deepest racial experiences.

Camping is the oldest of all ways of living. The period of time in which man has lived under the artificial conditions of his own creation is infinitely short compared with the aeons of the time he has lived after the manner of the trail and the camp.

Biologically man is a product of the open. Life in compact town and city communities is comparatively modern. All the refinements of living which characterize modern civilization have not dimmed to any appreciable degree those very ancient experiences of a life in the open.

The strength of this ancient heritage is clearly demonstrated in the universal desire of boys (and girls too, when given the opportunity) to go camping. There is hardly an adult who does not long for the time when he can escape from the confining, repressive environment of modern city civilization to the freedom and simplicity of the open road and the camp, or to some place he can call his own in the country.

This ancient heritage and the impulses and desires growing out of it are common to all mankind.

In America, however, in addition to this remote heritage there is the comparatively modern heritage of a great people living for several generations in the open country.

Nearly all the original inhabitants of the country were campers. The early settlers of the United States adopted in many ways the manner of living of the Indians. The

influence of the aborigines has carried on until their trail craft, wood craft, camp craft, their ceremonies and names form an integral part of the programs of several of the great camping organizations of the present day.

The westward movement of population was essentially a continuous, advancing line of camps.

After the explorer, hunter, fur trader, missionary, scout, military post and the camping pioneer passed on, those who remained in permanent habitations dwelt for the most part in the open country.

In 1790, or nearly two centuries after the first settlement of the country, only 3.3 per cent of all the inhabitants were found in towns and cities of 8,000 and over. There were only six of these city communities.

In 1880, or nearly a century later, 71.4 per cent of all the inhabitants were classed as rural.

Thus for nearly eight generations since the first settlement of America a great majority of the people lived under conditions which were more or less in harmony with the oldest and deepest experiences of mankind.

During the past two generations a remarkable change has taken place in the manner of working and living of the people.

In 1920 there were 924 towns and cities of 8,000 inhabitants and over, including 43.8 per cent of all the people. The entire urban population was 51.4 per cent of the total.

This extraordinary change was largely due to the Industrial Revolution. Over night, as it were, a civilization founded upon industry and commerce developed, taking millions of the people from living and working under conditions in harmony with age-long experience to living and working under conditions, new, confining, highly specialized and more or less artificial.

In spite of the adaptability of the human organism, this sudden transformation has created profound individual physical and psychic problems of the gravest import to the future welfare of the nation.

Space does not permit an analysis of the effects of this change upon the individual or of the tremendous civic, social, educational and political effects involved. These have been presented in many publications of this day. So sudden a change was sure to bring a revolt. This revolt

has expressed itself in many ways but one of its most outstanding manifestations is a mass movement back to the open country.

Several general conditions or developments have made this movement back to the open country a positive reality. Among these are:

1. Increased wealth and its wide distribution among the people.

2. More leisure through shorter working hours and through labor-saving devices of many kinds.

3. Development of comparatively cheap means of transportation through rapid transit electric lines and motor systems of transportation. The widespread ownership of automobiles is the most important factor in transportation, however. In 1922 the ratio of motor vehicles to population in the United States was one vehicle to every eight and six-tenths persons. Of all registered motor vehicles in the world in 1922, 84 per cent were in the United States. There are nearly 13,000,000 motor vehicles of the passenger type owned by the people of the United States. This, on the average, is about one to every other family. In 1922, 2,406,396 passenger motor cars and 352,668 trucks were manufactured in this country. The greater percentage of the motor passenger cars was produced at a cost within the purchasing power of people of moderate means. It is certain that the ownership of this means of transportation will in time become almost universal.

4. As a corollary to the development of the motor vehicle has come the development of a vast system of highways. In 1922 there were 2,819,386 miles of highways in the United States certified by the United States Bureau of Public Roads. Of these highways 350,000 miles are improved federal, state and county roads. Twenty thousand miles of improved highways were built in 1922. It will not be many years until practically every part of the United States will be within reach of the owner of a motor vehicle.

5. There has been a vast extension of national park and forest areas. Within very recent years various states have fallen in line with the government policies of preserving to the present and future generations large park and

forest areas. Even counties have begun to create large parks, and cities have begun vast metropolitan park and forest developments. That these various national, state and local movements for the preservation of forest areas will continue is a certainty. The liberal policies governing the control of these areas have made available to the people of the country remarkable opportunities for living after the manner of the trail and the camp.

6. Modern mechanical ingenuity has perfected many devices that make traveling and living in the open convenient and comfortable. In this connection may be mentioned the more than two thousand tourist camps provided by as many different communities in America.

In addition to these general factors promoting the return of the people, for brief periods at least, to a life after the manner of the trail and the camp there are many agencies actively promoting this manner of living throughout the United States.

These agencies may be classified into three groups.

a. Private individuals and organizations conducting camps for profit.

b. Private organizations conducting camps upon a non-profit basis.

c. Public organizations and agencies providing opportunities for camping and conducting camps upon a non-profit basis.

Private Camps

The private camp is the pioneer in the modern organized camping movement. They are of three general types,—boys', girls' and adult camps. There are a few of the mixed or family type.

Various authorities credit the founding of the first organized private camp for boys (perhaps the first organized camp of any type for boys) to Mr. Ernest Balch in 1881. For nearly twenty years following, the growth of this type of camp was slow. During the past two decades the growth has been rapid. Private camps for boys in the United States now number approximately three hundred, with a total annual attendance of about twenty thousand.

Perhaps the credit for the establishment of the first

organized private camp for girls should be given to Dr. and Mrs. Luther H. Gulick, who as early as 1888 conducted a camp for their own daughters. Other girls were admitted from time to time upon a paying basis, until finally in 1910 Camp Sebago-Wohelo on Lake Sebago, Maine, was established. Mr. C. E. Cobb, of Providence, Rhode Island, was another pioneer in private camps for girls. He, in 1902, established an organized camp for girls at Highland Lake, Brighton, Maine.

The growth of private camps for girls has been much more rapid than the growth of private camps for boys. They now number in the United States approximately 260, with a total attendance of about eighteen thousand. Practically all the organized camps for girls have been established within the past two decades and chiefly within the past decade.[1]

The private camp for adults is in its infancy, but apparently growing rapidly. The 1923 issue of "Camps and Camping" of the American Sports Publishing Company lists sixty-eight of these camps now in operation. Some of the private adult camps are the direct outgrowth of private camps for boys and girls, either as immediate auxiliaries to such camps or as a result of previous experience of the promoters in operating boys' and girls' camps. Other adult camps have been established apparently without any direct relation to former or present association with other types of camps. They are purely commercial ventures. Many of them are really decentralized hotels.

Private Organization Camps

The majority of organized camps in the United States are conducted by private organizations actuated primarily by civic, social, educational, recreational, philanthropic or religious motives, or by a combination of some of these motives. The commercial element is of secondary consideration and enters as a rule only as an attempt to cover the actual cost of operation of the camps. Such camps are fostered by national, state and local organizations.

[1] The estimate of the number of private camps is conservative. Some authorities upon private camps estimate their number from eight hundred to one thousand.

They are of four general types, viz., boys', girls', adult and mixed or family camps.

Y. M. C. A.

The Y. M. C. A. is a pioneer in the field of establishing and conducting organization camps. The first Y. M. C. A. camp for boys was established in 1885 on Orange Lake, near Newburg, N. Y., moved to Lake Champlain in 1891, and still flourishes under the name of Camp Dudley, after its founder. The Y. M. C. A. camps are conducted under the auspices of state committees and local associations. They are conducted for boys and adults. Fifty-six camps were conducted by the Y. M. C. A. in 1923, in the State of New York alone. These camps called for the services of 541 leaders and 154 helpers and enrolled 5,938 campers, making a grand total of 6,633 individuals in camp.

The 1922 Yearbook of the International Committee of the Y. M. C. A. shows that 598 associations reported camps having a total attendance of 68,556 of which 62,179 were boys. This probably does not give a complete picture of the extent of the contribution that the Y. M. C. A. makes to the camping movement in America because no doubt many associations failed to make reports to the International Committee. The Y. M. C. A. has further aided the camping movement in this country through publications prepared by some of its leaders giving information upon the organization, equipment and conduct of camps. It also has permitted its equipment to be used by groups from organizations other than the Y. M. C. A.

Y. W. C. A.

The Y. W. C. A. has done for the girls and women of the country very much the same service in the field of camping as that done by the Y. M. C. A. for the boys and men.

The National Board of the Y. W. C. A. conducts six summer camps in which the enrollment in 1923 was 3,695 girls and young women.

There are in the United States 1,057 local Y. W. C. A. associations with a total enrolled membership of about 600,000. Of these about 357 are city and town associations with an enrollment of 415,000. While statistics as to the actual number of these city and town association conduct-

ing camps or the enrollment in the camps conducted are not available, it is safe to say the majority of the associations conduct camps and that probably from ten to twenty per cent of the membership go camping.

Boy Scouts of America

The Boy Scouts of America, while a comparatively new organization (incorporated in 1910 and re-incorporated in 1916), has exerted and is now exerting a far-reaching influence upon camping in America. It is essentially an outdoor organization and camping is one of the principal means of developing its program. According to the latest reports from the national headquarters of the Boy Scouts, there are now enrolled in the Scouts over 400,000 boys from twelve to seventeen years of age and nearly 200,000 adults serving as scoutmasters, executives, council members and in other capacities. It is estimated that about 2,700 camps were conducted by the Scouts during the season of 1923, with a total enrollment of approximately 200,000. (*See page 621.*)

Camp Fire Girls

The preliminary organization of the Camp Fire Girls was effected in 1911 and office headquarters of the permanent organization were opened in March of 1912. It is another of the national movements that is exerting a wide-spread influence upon the development of outdoor living. Camping is a fundamental requirement of all true Camp Fire girls. The standard of the national organization is that every Camp Fire girl must have some camping experience each year. The membership of the Camp Fire Girls is now about 137,000.

Girl Scouts, Inc.

The first Girl Scout organization in the United States was formed in March, 1912, under the name of Girl Guides. A national organization was effected and national headquarters established in 1915. It is therefore the youngest of the national organizations for girls but its influence in promoting outdoor life and activities among the girls of America is already very widespread and effective. Camping is a fundamental feature of its pro-

gram. The enrollment of the Girl Scouts now numbers approximately 80,000. In 1923, 266 camps were conducted with an approximate enrollment of 25,000.

The Federation of Boys' Clubs

The National Federation of Boys' Clubs is an important factor in promoting camping among the boys of America. According to the Yearbook of the Federation, 1923, seventy-nine different local clubs were known to have conducted camps. These seventy-nine clubs had an enrollment of 18,210 boys.

The Federation of Girls' Clubs

No statistics are available as to the extent to which the Federation of Girls' Clubs has promoted camping, but this organization is doing for the girls of the United States much the same sort of service as that rendered by the Federation of Boys' Clubs.

Woodcraft League of America, Inc.

The Woodcraft League's large contribution to the camping movement in the United States is a re-emphasis of the individual developmental possibilities of living in the open country. It has the following divisions: Big Lodge of Woodcraft Boys, from 12 to 18 years of age; Big Lodge of Woodcraft League for Girls, from 12 to 18 years; Little Lodge for children under 12 years; Woodcraft Club for men and women over 18; Sun Lodge for men and women 21 years and over, interested in specializing in woodcraft. Each section has its own printed matter including several manuals as guides to organization and to activities. The League for six or seven years conducted training schools in the form of woodcraft camps. Other than this, the League does not conduct camps. The plan of organization and the program of activities have been adopted by many boys' and girls' camps throughout the United States. (See bibliography for list of manuals.)

American Legion

During the past three years various state and local organizations of the American Legion have established camps for their members and their members' families.

This movement is encouraged by the National and State Headquarters of the Legion and promises to become an extensive development throughout the whole of the United States.

Churches

Much of the camping done by the members of the churches of America is through such organizations as the Boy Scouts, Girl Scouts, Camp Fire Girls, Y. M. C. A., Y. W. C. A., the Boys' and Girls' Club Federation, Big Brothers and Big Sisters, and many other organizations. Although no adequate statistics as to the extent to which camping is promoted and conducted directly by churches and church organizations are available, sufficient information has been secured to warrant placing the churches among the important agencies promoting camps and camping in this country.

From the earliest settlement of the country there has been an unbroken succession of large camp-meeting camps conducted by various religious organizations, notably the Methodist, Baptist and Christian. This places certain religious organizations among the oldest of all organized camping agencies. Camps under religious auspices take various forms. Among these are boys' and girls' camps of the ordinary type, young people's leadership training camps, such as those conducted by the Brotherhood of St. Andrew, conference camps for young people and adults; family camps such as are found in the Allegany State Park under Catholic auspices, large camp-meeting camps such as are found in many states of the South and the Middle West, Southwest and Far West, and finally the camp Chautauquas, which still flourish in some parts of the Middle West and the South.

Social Service Agencies

The number and types of social service agencies and institutions conducting summer camps are numerous and varied. Among these are settlements, orphan asylums, fresh air societies, welfare associations, associated charities, boys' and girls' homes, children's aid societies, health societies, big brother and big sister associations, and many other associations and institutions. Some of the camps

established by such agencies are among the oldest in the United States. But the greatest growth in outdoor places conducted by social service agencies and institutions has been during the past two decades. From 1910 to 1920 inclusive, 110 summer vacation and fresh air places were established by New York City social service agencies, as compared with fifty-three in the twenty-four years from 1876 to 1899 inclusive. Of course, many of these summer vacation and fresh air places maintained by social service agencies are not camps in the strict meaning of that term, but they provide some of the essential environmental features of camping.

Industrial and Commercial Agencies

Some of the very best examples of vacation camps to be found in the United States are provided through various industrial and commercial establishments. These are of several types, viz., camps for young men, young women, boys and girls, and family camps.

The Daily Press and Magazines

In enumerating the agencies promoting camping in America the great influence of the newspapers and certain magazines in the United States should not be overlooked. One of the largest services of the newspapers is keeping before the public, through news and special articles, facts concerning camps and camping in all parts of the country. Many large metropolitan papers print lists of camps and maintain an information bureau for the guidance of people who wish to spend their vacations in the open country. Some papers assist in raising funds for the support of fresh air and other types of camps, while a few not only provide the funds but actually conduct camps for children of their respective communities.

A bibliography of magazine articles upon camps and camping would include most of the leading magazines of the country. A large number of magazines carry advertisements of camps while a few maintain an information service principally for the guidance of parents seeking desirable camps to which to send their children.

Magazines especially devoted to promotion of outdoor life, like *Field and Stream, Outers' Recreation, Recreation,*

Outdoor Life, and many others, give special attention to camps and camping.

National Association of Directors of Girls' Camps

The objects of this Association as stated in its constitution are: "to awaken an appreciation of the importance of the service that is being rendered by summer camps to American girls in the realm of physical and moral education; to encourage the maintenance of camps so equipped and supervised that they can offer to girls a happy, wholesome and profitable summer where work and play may blend in harmonious development of mind and body; to cultivate cordial intercourse among camp directors and to promote the discussion and exchange of experiences; to approve and recommend courses of action with reference to camp problems."

The constitution permits the formation of sections of the National Association in any section of the United States. A number of such sections have already been formed.

The National Association through committees conduct intensive training courses in various camp activities. Such courses have been conducted in swimming and life saving, canoeing, nature lore, woodcraft and campcraft.

The Camp Directors Association of America

The aims and purposes of this organization are practically the same as those of the National Association of Directors of Girls' Camps. Its membership is at the present time confined exclusively to men directors and others associated with boys' camps and girls' camps.

Both associations have exerted and are continuing to exert a strong influence in developing and maintaining high standards in organized camps for boys and girls.

There is a probability that they will be united into one organization in the near future. The combined membership is approximately 270 men and women. (*See p. 621.*)

The official publication of the two Associations is "Camps and Camping," published by the American Sports Publishing Co., 45 Rose Street, New York City, and distributed through Spalding Bros.

Associated Mountaineering Clubs of North America

This association or bureau comprises fifty-five clubs, fifty-two of which are in the United States, two in Canada and one in Mexico. Practically all of these clubs promote and actively engage in outdoor and mountaineering activities and many of them conduct camps. In addition, they work for the creation and development of national and state parks and forests, thus aiding in the very necessary work of preserving the largest possible environment suitable for camp living.

Commercial and Semi-Commercial Agencies

Chambers of Commerce and Motor Associations of various types have been especially active throughout the United States in establishing tourist camps. Such clubs as Rotary, Kiwanis, Lions and Civitan, have taken an active part in aiding the establishment of boys' and girls' camps through the Boy Scouts, Girl Scouts, Camp Fire Girls, churches and welfare agencies of various kinds.

Public Agencies Promoting Camping in the United States

Municipal Governments. During the past decade a number of municipalities throughout the United States have established organized camps. In California alone there are about ten municipal camps in successful operation. Most of the municipal camps are mixed camps, enrolling boys and girls, adults, and mothers with little children. A few, like the Detroit Recreation Camp, and Camp Hicone at McLeansville, North Carolina, enroll only boys and girls.

The municipal camps are generally under the control of municipal recreation departments.

A few cities are creating additional environment for camping through the establishment of large metropolitan park areas, like those of Cleveland and Denver, or through the use of other municipally owned properties like the use of Lake Worth, a city water reservation at Forth Worth, Texas.

Municipal authorities have shown the greatest activity in establishing tourist camps, of which there are some two thousand in the United States.

County Governments. County governments are not yet an important factor in camping in the United States, but in some states, notably New York, New Jersey, Illinois and California, where extensive county park systems are being developed, they promise to become a very important factor in providing opportunities for camping. Cook County Park, near Chicago, embraces nearly twenty thousand acres and is used extensively for camping.

State Governments. In relation to camping, state governments function through state park and forestry departments or conservation commissions or through special commissions in charge of particular properties. The state park and forestry areas throughout the United States have grown enormously during the past decade.

In the opening of these areas state authorities have promoted camping in the following several ways:

1. Building and marking of roads and trails.

2. Developing certain areas for motor camping, the developments ranging from merely clearing spaces of underbrush, logs, rocks and other obstructions to providing garbage containers, ovens for cooking, sanitary facilities and water and temporary shelters.

3. Construction of fireplaces and trail shelters.

4. Leasing areas to organizations for permanent camp sites and in some instances constructing all essential sanitary, water and housing facilities for organized camps as is done in the Palisades Interstate Park and in Allegany State Park, New York.

5. Providing police, sanitary and, in a few instances, recreational supervision of all camp areas.

6. Renting camp equipment to organizations desiring to conduct organized camps upon state properties.

7. In one instance, viz., Palisades Interstate Park, New York, the park authorities supply cooked food to organized camps at a very reasonable rate.

The development of state parks and forests is just in its infancy. Considering the remarkable progress that has been made in acquiring and improvement of state parks and forest areas during the past decade, it is not too much to expect that the next few decades will bring such developments as will preserve to the people of

the several states very large opportunities to engage in camping.

National Government. The national government aids in the promoting of camping through the Bureau of Forestry of the Department of Agriculture, the National Park Service of the Department of the Interior, the States Relation Service of the Agricultural Extension Service of the Department of Agriculture and through the War Department.

Exclusive of Alaska the national forest reserve of the United States comprises 147 different properties with a total of 161,648,369 acres.

Within very recent years many of these vast areas have been opened to the public for recreational purposes. According to the National Forester, during the year 1922 between six and seven millions of people made use of the national forests as places for outings and camping. Some of the services rendered by the Bureau of Forestry in promoting camping are:

1. Construction of trails and roads. During recent years Congress has appropriated between fifty and sixty millions for the building of roads and trails in the national forests, in order to open them more fully to the public and also for the better protection of the forests against fires and to facilitate the marketing of the fully developed trees.

2. Establishing camp sites for motor tourists. These may be nothing more than a designated place suitable for camping or they may be designated places provided with simple sanitary facilities, ovens for cooking, water, and in some cases with simple shelters. There are many hundreds of such places already designated and more are being added every year.

3. Leasing sites and selling timber at very reasonable rates to organizations desiring to establish organized camps. Practically all the municipal camps of California are located in national forests. Scouts and other organizations likewise make use of the forests for their camps. The foresters are very generous with their time in assisting organizations to find suitable sites and in helping plan the camps.

4. The Forest Service has surveyed a large number of sites suitable for family cottages or camps. These are leased at rates ranging from ten to twenty-five dollars per

year to any person or family wishing to establish a forest vacation home or camp. So long as the lessee conforms to the forest regulations and conducts himself as a law-abiding citizen the lease may be continued indefinitely.

5. The Service provides police and sanitary supervision over all places used as camp sites.

6. It issues a great deal of printed material giving directions as to trails, roads, camp sites, protection against forest fires, sanitary regulations, and descriptions of especially attractive places to visit and camp.

Although the use of the national forests by the people for outdoor living is already very great, the possibilities of these vast areas for such living have hardly been touched.

The national park areas of the United States comprise nineteen different properties with a total area of 11,304 square miles or approximately 7,234,908 acres.

These areas are designed to preserve regions of unusual scenic beauty or great natural wonders and are primarily for the recreation of the people of the nation.

The services rendered by the National Park Service for the promotion of outings and camping are:

1. Building of trails and roads and the liberal marking of the same. The Service has been greatly handicapped by lack of sufficient money with which to extend the construction of trails and roads and to keep those already constructed in proper condition.

2. Establishing and improving tourist camp sites.

3. Supervising private public utilities companies and individuals licensed by the Service to conduct hotels, stores, camps and transportation facilities for the use of the people visiting the parks.

4. Providing police and sanitary supervision over all camp sites and trails and roads.

5. Providing, in some of the parks, nature study lecturers and guides for the instruction of the visitors.

6. Publishing and distributing, free of charge, descriptive literature giving important facts about the history of localities, interesting places to visit, flora and fauna, geology, trails and roads, and facilities for the comfort and convenience of visitors to the parks.

Very few organized camps are found in the national

parks because of a policy adopted by the Bureau many years ago that the parks were for all the people and therefore no particular location should be leased or rented for the exclusive use of any organization or particular group of people.

In 1923 the total number of visitors entering twelve national parks was 1,310,222. In eleven parks, 415,887 persons used the camp grounds provided by the National Park Service.

The Co-operative Agricultural Extension Act of Congress of May 8, 1914, provided for a nation-wide system of extension work to be carried on by the state agricultural colleges in co-operation with the Department of Agriculture.

The agency through which the Department of Agriculture works in co-operation with the state agricultural colleges is known as the States Relation Service.

Most state agricultural colleges have established an extension division headed by a director who has charge of all co-operative extension work in the state. Under the director are men and women in charge of various lines of agricultural and home economics work. These assistants have direct supervision, under the director, of all county agents and county home economics workers. In addition specialists are employed by the States Relation Service and by the extension divisions of the colleges to conduct extension schools and in other ways to assist the county agents and the county home economics workers.

The number of persons engaged in various lines of extension work in the United States in 1922 was approximately four thousand five hundred.

Within very recent years this group of workers has given a great deal of attention to the organization and conduct of camps for rural boys and girls and in some instances for the mothers and fathers. According to reports received through state extension divisions 240 camps were conducted in 1922. There were probably many more since reports were not received from all states. The total attendance at these camps runs into many thousands. West Virginia alone, in 1923, had about four thousand boys and girls in agricultural camps.

The camps are for the most part short term camps

continuing from three to ten days each. Most of them admit boys and girls at the same time. The program is very well balanced, the mornings being devoted to study and demonstration of farm and home economic problems and the afternoons and evenings until bed-time to social and recreational activities. A unique feature is that each camper is not only required to bring bedding and other personal equipment but also certain kinds of food stuffs designated by the directors. The actual money outlay in conducting these camps is very small indeed.

The oldest camping organization in the United States is the United States Army. The contribution that it has made to the technique of camping cannot be over-estimated. The principles of camp hygiene and sanitation, methods of handling food supplies and the preparation of foods, housing and manner of organization developed through long experience by the army, form the basis of the practices of all types of organized camps in the United States today. The squad organization of the army has been almost universally adopted as a basic unit of organization by agencies conducting organized camps.

Aside from the important contributions made by the army to the technique of camping it actively aids camping through four different agencies. These are:

Arm of Service	Enrollment, 1923
National Guard	133,690
Reserve Officers' Training Corps	5,911
Citizens' Military Training Camps	25,831
Officers' Reserve Corps	7,000
Total enrollment	172,432

Practically all the above men are to be found in the annual maneuver or training camps throughout the United States during the year, in periods ranging from eight days to several weeks, under the general supervision of regular army officers.

At the close of the World War vast quantities of surplus camping supplies were left in control of the War and Navy Departments. These Departments have given a great impetus to camping throughout the United States by disposing of such supplies at a nominal price to public

and private agencies interested in promoting and conducting camps.

From definite statistics available for 1923, there appears to be between five and six thousand organized camps in the United States, with an enrollment of between five hundred and six hundred thousand campers.

Inasmuch as complete statistics are lacking as to the number of camps conducted by such agencies as industrial and commercial establishments, churches, social service agencies, and many others, it is probable that there are many more camps than those definitely known and that the actual number of persons enrolled is more nearly eight hundred thousand to one million.

Tourist camps enroll millions of the people of the United States while permanent family camps are growing more numerous each year.

As to types of camps, the movement shows two distinct and divergent tendencies. One is represented by the growth of the organized mass camp and the other by the small movable camp of which the tourist camp, the permanent family, hunting and hiking camps and patrol camps of the Scouts are good examples.

To the old type of camper there is something anomalous in the idea of the organized mass camp. There is food for serious thought in this attitude of the old campers. The mass camp tends constantly toward either an educational institution of the old standardized and specialized pattern or a mere summer resort without any special educational value. Careful consideration should be given to a plan whereby the mass camp might be made the central assembly place, preliminary training ground and the radiating point for numerous small group camps where genuine camping can be practiced.

Another distinct tendency is to look upon the organized camp as an educational agency, rather than a place where parents can park their children for the summer or as a place in which to have a good time. Those who are thinking of the organized camp as an educational agency are not, however, thinking of it in terms of a transplanted public or private school of the old standardized pattern. They are thinking of it as a place where the various qualities and powers of the children and young people

may be released through contacts with natural environmental influences and through programs based upon the natural interests of the children. The programs are to grow out of the living conditions of the campers rather than forced upon them from the outside.

A corollary to the rapid development of the camping movement is the need of training large numbers of men and women to act as leaders in the camps. If the idea of having one adult leader for every eight campers in boys' and girls' camps becomes a universal standard, as appears to be the tendency, it is apparent that now there should be a large army of trained people to properly staff the camps already in existence. Any one, who is at all acquainted with the situation, knows this is not the case. It is of the highest importance that every effort be made to induce colleges and universities to establish training courses for the training of camp directors and leaders.

Another immediate problem is the necessity of promoting the acquirement of larger and larger areas of forest lands suitable for camp sites, especially within a radius of from fifty to one hundred miles of the larger cities. The most desirable sites are being taken up rapidly by private individuals. There should be a concerted movement by all community organizations and by all individuals interested in the outdoor life movement to back up the acquiring of large forest areas by municipal, county and state governments as rapidly as possible.

It is equally necessary to have concerted support of those public authorities charged with the development and supervision of properties already owned by the people. With millions of people pouring into the national forests, Congress allows a pitiful sum for providing sanitary facilities and other simple conveniences. There is a similar situation in relation to state park and forest areas. The properties should be opened up, the health of the people using them protected and some simple conveniences for cooking and shelter provided. In order to secure the means more readily for these purposes there must be an aroused and organized public opinion.

High sanitary standards must be established and enforced in all types of camps, whether upon public or private properties. The example of Maine and a few

other states in this regard should be followed immediately, especially in those states in which camping is carried on largely. The State Health Departments are the logical agencies for promulgating rules and regulations governing the sanitation of camps and for providing the machinery for their enforcement. Auxiliary agencies would be the state forestry and conservation commissions of the various states and local county health authorities. On national domains the United States Public Health Service in co-operation with the governing authorities of the various public domains is the logical agency. Again it is largely a question of funds. An understanding and organized public opinion is needed to secure action.

There is vital need of some central agency organized upon a national basis to study the outdoor life needs of the people of the nation, to organize and conduct educational campaigns along lines where they will be most effective in promoting outdoor life opportunities, and to serve as a source of information to individuals and agencies interested in camping and kindred outdoor activities.

CHAPTER II

SELECTION OF CAMP SITE

Some of the factors to be considered in the selection of a camp site for an organized camp are:

Water Supply

An adequate supply of pure water is a fundamental requisite in a good camp site. (See chapter upon Camp Sanitation, pages 348–65, for full discussion of this subject.)

Soil, Drainage, Swamps, Overflow Areas

See chapter upon Camp Sanitation, pages 347–48, for discussion of soil, drainage and swampy areas.

In the vicinity of streams high water marks should be noted, to be sure that the site is not overflowed in times of excessive rain storms. This particularly applies to the valleys and canyons of the Far West.

It is desirable to view the condition of the site at different seasons of the year if possible, particularly within the few months immediately preceding the camping season. Inquiry should be made of people living in the vicinity as to the condition of the site at different times of the year, if there is any question or if there is a lack of time for personal inspection throughout the year.

Location as to Prevailing Winds

The immediate camp site should be located and planned to take advantage of the prevailing winds. In general an eastern exposure is to be preferred for summer.

For winter camping the location should be chosen with a view of protection against the prevailing winds. Ground sloping to the south and well protected east and west by hills or trees is most desirable.

Size of the Immediate Camp Site

A desirable camp site should have some fairly level place or places of sufficient area to permit an orderly layout of the camp and at the same time provide an ample campus and games courts and sports fields. Among the factors that will determine the size of the immediate camp site are: topography, type and size of the camp, its permanency and the nature of the program. If the principles of planning a camp, as stated in the next chapter, be followed, the immediate site should rarely be less than five acres. More often a larger area will be required.

Table No. 1 indicates the minimum, maximum and the average size of immediate camp sites in two hundred and twenty-six camps grouped into twenty-one classifications. The first column shows the total acreage for all the camps in each classification. (*See page 23.*)

The table shows that the smallest immediate camp site comprised one quarter of an acre and the largest two hundred acres. The average size is approximately twenty acres. The total number of acres in the camp sites of the two hundred and twenty-six camps is 4,549 which is nineteen and one-fourth per cent of the total acreage in the properties of these camps.

Total Size of Camp Properties

There is much diversity of opinion among camp directors as to the most practicable size of total camp site properties. The tendency is to secure larger and larger areas. Some of the reasons for this tendency are: to secure privacy; to provide as near an ideal environment as possible for the carrying on of nature lore, woodcraft, camp craft and other types of activities; to protect water supply; to secure adequate fuel supply; to protect shore lines, etc. Camps located in national and state forests and parks usually have all these matters properly cared for without any thought upon the part of the directors. If a site must be selected in a region where only a limited area can be secured for the camp site, and the surrounding country providing the necessary environment for trail and camp craft and nature lore is controlled by private

TABLE 1.—*Acreage: Immediate Camp Site*

Number Records Studied	Camp Classification	Aggregate Immediate Acreage	Range (in Acres)		Average Immediate Acreage	Average Percentage Total Sites
			Smallest	Largest		
6	Church (or Church Society)	49.0	4.0	24.0	8.2	1.9
13	Settlement	202.5	2.0	90.0	16.9	61.1
16	Fresh Air	227.3	3.0	62.0	14.2	35.5
	Institutional:					
7	Orphanages	119.0	3.0	50.0	17.0	77.3
4	Girls' Clubs	22.0	5.0	6.5	5.5	14.5
1	Boys' Club	31.0	31.0	31.0	31.0	100.0
2	Juvenile Aid Societies	5.0	2.0	3.0	2.5	100.0
3	Miscellaneous (Adult)	69.7	2.7	62.0	23.2	90.1
2	Girls' Friendly Society	18.0	8.0	10.0	9.0	100.0
3	Camp Fire Girls	32.5	2.5	25.0	10.8	17.4
7	Girl Scouts	53.0	3.0	20.0	7.6	11.4
56	Boy Scouts	1,027.5	1.0	160.0	18.3	15.4
15	Young Women's Christian Assn.	126.4	0.25	36.0	8.4	51.1
18	Young Men's Christian Assn.	375.0	4.0	100.0	20.8	38.4
3	Young Men's Hebrew Assn.	38.0	2.0	30.0	12.6	100.0
7	Municipal	378.6	17.6	50.0	54.0	28.1
4	School or College	49.0	2.0	15.0	12.2	16.8
6	Industrial	72.5	2.0	40.0	12.1	41.1
	Privately Organized:					
25	Girls'	696.0	5.0	200.0	27.8	22.5
23	Boys'	693.0	1.0	150.0	30.1	22.0
5	Adults' (Mixed)	264.0	4.0	200.0	52.8	8.3
226	(21 Classifications)	4,549.0	(0.25 to 200.)		20.1	19.2[1]

[1] Of 23,619 Total Camp Acres—See Table No. 2.

TABLE 2.—*Total Acreage in 226 Camp Properties*

Number Records Studied	Camp Classification	Aggregate Acreage	Range (in Acres)		Average Acreage
			Smallest	Largest	
6	Church (or Church Society)	2,476.0	4.0	2,300	412.6
13	Settlement	331.5	2.0	104	28.5
16	Fresh Air	639.2	3.0	170	39.9
	Institutional:				
7	Orphanages	154.0	3.0	50	22.0
4	Girls' Clubs	152.0	5.5	100	38.0
1	Boys' Club	31.0	31.0	31	31.0
2	Juvenile Aid Societies	5.0	2.0	3	2.5
3	Miscellaneous (Adult)	77.5	2.7	62	28.7
2	Girls' Friendly Society	18.0	8.0	10	9.0
3	Camp Fire Girls	187.5	2.5	180	62.5
7	Girl Scouts	464.5	9.5	300	66.3
56	Boy Scouts	6,608.0	5.0	2,300	118.0
15	Young Women's Christian Assn	247.4	0.25	40	16.5
18	Young Men's Christian Assn	976.0	5.0	127	54.2
3	Young Men's Hebrew Assn	38.0	2.0	30	12.6
7	Municipal	1,344.4	17.6	1,000	192.1
4	School or College	291.5	1.5	200	72.9
6	Industrial	176.5	3.5	100	29.4
	Privately Organized:				
25	Girls'	3,088.0	5.0	500	123.6
23	Boys'	3,146.0	11.0	500	136.8
5	Adults' (Mixed)	3,167.0	14.0	2,583	633.4
226	(21 Classifications)	23,619.0	(0.25 to 2,583)		104.5

owners, it should be determined before the final selection whether permission to use such private properties for certain activities can be secured and what conditions the owner will impose.

Table No. 2 indicates the minimum, maximum and average total size of camp site properties in two hundred and twenty-six camps, grouped into twenty-one different classifications. The first column shows the total acreage owned or controlled by the total number of camps in each classification. (*See page 24.*)

The table shows that the smallest camp site comprised one-quarter of an acre, the same as in the preceding table, and the largest 2,583 acres. The average size for the 226 camps is 104½ acres. The total acreage for all the camps is 23,619.

According to a recent camp bulletin issued by the New York State Committee of the Young Men's Christian Association, 37 Y. M. C. A. camp sites (ranging from 1 to 300 acres) aggregated 1,799.5 acres or an average of 48.6 acres. One other camp site of 3,000 acres in this list is not included in the above average.

Wooded and Open Spaces

While it is highly desirable to have plenty of trees for shade, protection against storms and for beauty, these should not be so thick upon the immediate camp site as to cause undue delay in drying after rains. There should be sufficient open space with an eastern exposure to permit the rays of the morning sun to strike the sleeping quarters.

Table No. 3 shows the relative average proportions of wooded and open space areas of 222 camps arranged in twenty-one different classifications. The average division between wooded and open space is almost equal, 48.9 per cent being open space and 51.1 per cent wooded. (*See page 26.*)

Scenic Beauty

Scenic beauty should not be overlooked in selecting a camp site. The unconscious influence upon mind and soul

TABLE 3.—*Immediate Camp Site: Percentage Open Space as Compared to Wooded Space*

Number Records Studied	Classification	Open Space		Wooded Space		Total Space
		Average Number Acres	Average Per Cent of Total	Average Number Acres	Average Per Cent of Total	Average Acreage Immediate Sites
6	Church (or Church Society)	3.4	41.3	4.8	58.7	8.2
12	Settlement	7.5	52.7	6.8	47.3	14.3
16	Fresh Air	9.0	63.5	5.2	36.5	14.2
	Institutional:					
5	Orphanages	8.8	48.0	9.7	52.0	18.5
4	Girls' Clubs	2.5	45.0	3.0	55.0	5.5
1	Boys' Club	27.9	90.0	3.1	10.0	31.0
2	Juvenile Aid Societies	1.1	45.0	1.4	55.0	2.5
3	Miscellaneous (Adult)	12.6	54.3	10.6	45.7	23.2
2	Girls' Friendly Society	4.7	52.5	4.3	47.5	9.0
3	Camp Fire Girls	2.3	21.0	8.5	79.0	10.8
7	Girl Scouts	3.9	50.9	3.7	49.1	7.6
56	Boy Scouts	8.9	48.5	9.4	51.5	18.3
15	Y. W. C. A.	3.5	41.1	4.9	58.9	8.4
18	Y. M. C. A.	11.2	53.7	9.6	46.3	20.8
3	Y. M. H. A.	6.5	51.7	6.1	48.3	12.6
7	Municipal	11.8	21.5	42.2	78.2	54.0
4	School or College	10.0	82.1	2.2	17.9	12.2
5	Industrial	5.2	42.0	7.3	58.0	12.5
	Privately Organized:					
25	Girls'	9.9	35.7	17.9	64.3	27.8
23	Boys'	15.8	52.3	14.3	47.7	30.1
5	Adults' (Mixed)	17.7	33.6	35.1	66.4	52.8
222	(21 Classifications)	8.7	48.9	10.0	51.1	18.7

of magnificent or beautiful views is none the less great because it cannot be measured.

Water for Swimming, Boating, Canoeing, Etc.

Most camp directors consider the presence of water either in the form of a running stream, river, lake, or ocean, a fundamental requisite for a good camp site. This is because of the universal appeal that water has for every normal person and because aquatic sports play so large a part in the camp activities. A few camp directors, especially in camps for small children, because of the danger and the trouble necessary for proper protection, minimize this feature. However, in most of these camps it is usual to find wading and swimming pools. The water areas should be examined carefully for possible sources of pollution, dangerous whirlpools, rocks, snags, deep holes, rocky or muddy bottom, short area of shallow water with sudden drop-off, etc. If any of these conditions prevail, it is advisable to look elsewhere.

Privacy

Nothing demoralizes a camp of boys and girls so much as too close proximity to towns or cities, to main traveled highways, or summer resorts. In order to provide the maximum of restful recreation, adult camps should be located as far away from the environment to which the campers are regularly accustomed as is practicable. In general the more completely the camp site is shut off from the normal environmental condition the better.

Location of Site in Relation to Transportation Facilities

While privacy is essential, it is desirable to have the site within easy reach of a railroad, electric or motor bus station for convenience in handling transportation of campers and in shipping food and other supplies. In general it is advisable that camp be located at least three to five miles from such a shipping point.

Table No. 4 indicates the minimum, maximum and average distances from a shipping point of twenty-one

different group classifications of camps, totaling 234 in number.

The minimum distance is direct contact, the maximum distance from a shipping point is fifty-four miles and the average distance of the 234 camps is five and one-half miles. In the majority of cases, extreme distances from railroad or other transportation facilities were found in the western states and chiefly in large forest regions.

TABLE 4.—*Location of Camp Site: Average Distance (in Miles) from Railroad Station or Steamer Dock*

Number Records Studied	Camp Classifications	Range of Distance		Average Mileage
		Shortest	Longest	
6	Church (or Church Society)...	0.085 (150 yds.)	50.0	11.2
13	Settlement.....	0.094 (166 yds.)	12.0	5.1
17	Fresh Air.....	0.0*	13.2	3.0
	Institutional:			
6	Orphanages.....	0.5	4.0	2.2
5	Girls' Clubs.....	0.5	4.5	2.7
1	Boys' Club.....	4.0	4.0	4.0
4	Juvenile Aid Societies.....	2.0	7.5	4.6
4	Miscellaneous (Adult).....	0.0[1]	9.0	2.2
2	Girls' Friendly Society.....	2.5	4.0	3.2
5	Camp Fire Girls.....	0.25	5.5	3.7
5	Girl Scouts.....	0.0[1]	4.0	1.2
51	Boy Scouts.....	0.056 (100 yds.)	30.0	5.0
17	Y. W. C. A.....	0.113 (200 yds.)	30.0	6.0
17	Y. M. C. A.....	0.0[1]	40.0	6.2
3	Y. M. H. A.....	0.0[1]	12.0	4.0
7	Municipal.....	0.018 (33 yds.)	54.0	23.8
5	School or College.....	0.0[1]	15.0	4.0
4	Industrial.....	5.0	40.0	1.6
	Privately Organized:			
25	Girls'.....	0.075 (133 yds.)	42.0	8.0
22	Boys'.....	1.0	18.0	6.2
5	Adults' (Mixed).....	4.0	12.0	7.4
234	(21 Classifications)	(0 to 54)		5.5

*Direct contact.

Distance of Site from Home Community of the Campers

This is not an important consideration with the private camps since, as a general rule, their campers are drawn

from many different communities throughout the United States, and those who can afford to go to a high-priced private camp can afford to pay whatever transportation is necessary. But with most organization camps the distance is a very important item in camp site location because of the frequent shifting of the groups and the consequent need of quickness, together with cheapness of transportation. The site should be far enough from the home community to secure privacy, prevent too frequent visiting of parents and friends and the campers' slipping away to go home because of temporary homesickness. Very frequently, however, the distance is not so much a question of miles as of convenience of transportation. In some instances in the same section of the country camps located many more miles from home communities than other camps are reached with greater ease and less cost because of better transportation facilities.

The Committee upon Camp Location and Equipment of the Association of Neighborhood Workers of Toronto, Canada, advises that camps for mixed parties conducted by organizations of that city should be located within a radius of from thirty to eighty miles from the city. (1922)

In 1923, of one hundred and ninety-seven Boy Scout Camps, seventy-seven were located twenty miles and less from their home communities; eighty-six from twenty to fifty miles, and thirty-four to fifty miles and over. The minimum distance from the home community was three miles and the maximum distance two hundred and ten miles. The average of the one hundred and ninety-seven camps was thirty-five miles. Twenty-five of the camps were ten miles or less from their home communities.

One large camping organization suggested the principle that the cost of transportation for the camper should not exceed 20 per cent of the total cost of remaining in camp for a given period of time. Another large camping organization fixes this at 25 per cent. That is, in the first instance, if the cost to the camper be $18.00 for a two weeks' stay in camp, the camp should not be at such a distance as to cost more than $3.60 for the round trip.

The following table shows the minimum, maximum and

the average distances from home communities of eighteen different groups of camps including a total of 171 organization camps. (See Table No. 5.)

The shortest distance from home communities is one mile and the greatest distance is 300 miles. The average distance of the entire 171 camps is forty-three and one-fifth miles from the home community.

TABLE 5.—*Location of Community Organization Camps: Average Distance from Home Towns (in Miles)*

Number Records Studied	Camp Classifications	Range of Mileage		Average Mileage from Home
		Shortest	Longest	
3	Church (or Church Society)	28.0	62.0	49.3
11	Settlement	10.0	50.0	32.8
17	Fresh Air	1.2	67.0	24.2
	Institutional:			
6	Orphanages	1.0	110.0	53.5
5	Girls' Clubs	1.0	60.0	33.8
1	Boys' Club	80.0	80.0	80.0
4	Juvenile Aid Societies	42.0	56.0	47.0
5	Miscellaneous (Adult)	11.0	45.0	24.0
2	Girls' Friendly Society	27.0	45.0	36.0
5	Camp Fire Girls	12.0	65.0	33.6
8	Girl Scouts	2.5	53.5	22.5
52	Boy Scouts	2.0	200.0	37.5
17	Y. W. C. A.	2.0	110.0	33.0
16	Y. M. C. A.	2.0	300.0	58.6
3	Y. M. H. A.	11.0	76.0	44.0
7	Municipal	12.0	165.0	94.7
3	School or College	4.0	112.0	43.6
6	Industrial	6.0	65.0	29.5
171	(18 Classifications)	(1 to 300)		43.2

Sources of Fresh Food Supplies and Ease and Quickness of Transportation of Supplies

Because of the importance of fresh meat, vegetables and fruits in camp diet, it is well to have the camp located in a region where such articles of diet can be secured from nearby farms or can readily be transported into camp in first-class condition. Some camps attempt to grow their own vegetables, berries and fruits,—a plan requiring that the camp be located in a region suitable for gardening and farming and have proper ground for that purpose.

An adequate supply of fresh milk for all boys' and girls' camps is even more important. In this day of many different milk preparations it is quite possible to locate a camp site far away from a source of supply of fresh milk. On the whole, however, it is far better to be within easy reach of an adequate supply of fresh milk from tested cows and from supervised sanitary dairies. A few camps maintain cows on the camp farm.

TABLE 6.—*Location of Camp Sites as Regards Accessibility to Food Supply: Average Period of Time Consumed in the Delivery of Fresh Meats as Shown by Replies to 215 Questionnaires.*

Number Records Studied	Camp Classifications	Shortest Period (Minutes)	Longest Period (Hours)	Average Time in Transit	
				Hours	Minutes
4	Church (or Church Society)	15	2.0	0	43
10	Settlement	15	4.0	1	04
17	Fresh Air	5	1.0	0	38
	Institutional:				
6	Orphanages	7	4.0	1	26
3	Girls' Clubs	10	0.5	0	18
1	Boys' Club	20	3.0	1	40
4	Juvenile Aid Societies	30	1.0	0	40
4	Miscellaneous	25	2.0	0	59
2	Girls' Friendly Society	30	1.0	0	45
2	Camp Fire Girls	10	1.0	0	35
9	Girl Scouts	5	2.0	0	43
52	Boy Scouts	10	8.0	1	36
15	Y. W. C. A.	10	3.0	1	02
19	Y. M. C. A.	15	72.0	5	46
3	Y. M. H. A.	15	6.0	2	18
7	Municipal	35	10.0	1	36
4	School or College	10	0.7	0	24
3	Industrial	15	7.0	3	45
	Privately Organized:				
23	Girls'	5	48.0	5	35
22	Boys'	15	6.3	2	02
5	Adults' (Mixed)	20	3.5	1	08
215	(21 Classifications)	(5 min. to 72 hrs.)		1	39

The shortest time consumed in transportation of fresh meats is five minutes and the longest three days. The average time for the entire 215 camps is one hour and thirty-nine minutes. (See Table No. 6.)

TABLE 7.—*Location of Camp Sites as Regards Accessibility to Food Supply: Average Period of Time Consumed in the Delivery of Fresh Vegetables to Camps, as Shown by Replies to 188 Questionnaires.*

Total Records Studied	Camp Classifications	Shortest Period (Minutes)	Longest Period (Hours)	Average Time in Transit	
				Hours	Minutes
3	Church (or Church Society)	15	1.3	0	52
7	Settlement	5	1.9	0	36
15	Fresh Air	5	1.0	0	27
	Institutional:				
5	Orphanages	45	6.0	2	33
3	Girls' Clubs	13	0.5	0	19
1	Boys' Club	15	0.2	0	15
4	Juvenile Aid Societies	25	48.0	6	59
3	Miscellaneous (Adult)	30	1.0	0	40
1	Girls' Friendly Society	60	1.0	1	00
2	Camp Fire Girls	10	1.0	0	35
9	Girl Scouts	5	2.0	0	54
47	Boy Scouts	5	5.0	1	25
15	Y. W. C. A.	5	3.0	0	43
15	Y. M. C. A.	5	48.0	4	47
3	Y. M. H. A.	15	6.0	1	18
7	Municipal	30	10.0	5	35
3	School or College	10	0.6	0	18
2	Industrial	15	4.0	2	08
	Privately Organized:				
19	Girls'	5	24.0	3	35
20	Boys'	15	5.5	0	51
4	Adults' (Mixed)	15	0.5	0	19
188	(21 Classifications)	(5 min. to 48 hrs.)		1	43

NOTE: From the total 215 records studied (See table No. 6) it was learned that in addition to the 188 camps classified by the above Table No. 7,

Seventeen camps conducted farms on the camp sites (including two which supplemented such produce during the summer of 1923 by purchasing from local farmers, hucksters or grocers).

Two camps stated specifically that their respective properties adjoined farms. (Undoubtedly many others within "5 or 10 minutes distance" might have been classified likewise if replies had been made more clearly.)

Two camps used canned vegetables exclusively.

Six camps made no statement in this regard.

The shortest time consumed in the transportation of fresh vegetables is five minutes and the longest two days. The average time for the 188 camps is one hour and forty-three minutes. (See Table No. 7.)

TABLE 8.—*Accessibility of Camp Sites to Food Supply: Average Period of Time Consumed in the Delivery of Milk and Cream as Shown by 180 Replies to Questionnaires.*

Number Records Studied	Camp Classifications	Shortest Period (Minutes)	Longest Period (Hours)	Average Time in Transit (Minutes)
3	Church (or Church Society)	15	2.0	38
10	Settlement	10	1.0	31
17	Fresh Air	5	2.0	31
	Institutional:			
5	Orphanages	7	1.0	33
3	Girls' Clubs	10	0.5	18
1	Boys' Club	15	0.2	15
4	Juvenile Aid Societies	30	2.0	60
3	Miscellaneous	10	0.2	12
1	Girls' Friendly Society	15	0.2	15
2	Camp Fire Girls	10	1.0	35
8	Girl Scouts	5	1.0	48
41	Boy Scouts	5	3.0	36
14	Y. W. C. A.	5	2.0	33
14	Y. M. C. A.	5	1.0	28
3	Y. M. H. A.	15	4.0	90
6	Municipal	10	2.5	73
3	School or College	10	0.2	13
2	Industrial	7	0.5	19
	Privately Organized:			
16	Girls'	5	7.0	50
20	Boys'	5	1.0	22
4	Adults' (Mixed)	10	0.5	17
180	(21 Classifications)	5	7.0	34

NOTE: From a total of 215 camp questionnaires it was found that in addition to the 180 camps covered by the table,
Twenty camps kept one or more cows on the grounds;
Two camps used "powdered" milk exclusively; and
Six camps used "canned" milk exclusively; leaving a total of
Seven camps which failed to reply to the particular question.

The shortest time consumed in the transportation of milk and cream is five minutes and the longest seven hours. The average time for the entire 180 camps is thirty-four minutes. (See Table No. 8.)

Poisonous Plants, Dangerous Reptiles, Troublesome Insects and Dangerous Hazards

A careful survey of the proposed camp site should be made to detect the presence of poison ivy, poison sumac

and poison oak (western camps). Because of the wide range of habitat of these poisonous plants, especially poison ivy, it is quite difficult to secure a site entirely free from one or more of them. It is preferable to secure a site as free from them as possible.

In some sections of the country rattlesnakes and copperhead snakes, and in the South, water moccasins are troublesome and a menace to the life of the campers. Regions that are known to be especially infested should be avoided. A watchful eye is needed in any region where they are known to exist.

Regions infested with the malaria-carrying and yellow-fever-carrying mosquitoes should be avoided. Large numbers of mosquitoes of other kinds and stinging flies and gnats, while not dangerous to health are extremely annoying. It is preferable to avoid such regions also, although by combining with the local health authorities, much can be done to eliminate this source of annoyance through eradication campaigns.

Camps should not be located near precipices or steep bluffs overlooking water, or too near whirlpools or rapids. Such places are especially dangerous if the camp happens to have sleep-walkers. Lives have been lost at camps located too near such hazards.

Altitude, Temperature and Humidity

The influence of climatic conditions upon human development and efficiency is well known to all students of geography, climatology, history, economics, medicine, and criminology.

Other conditions being equal, the seashore and moderate altitudes are in general the healthiest situations. Extremes of heat and cold and humidity should be avoided.

Climate determines to some degree the type and quantities of equipment needed in camps. For example, it may be possible in the arid regions of the far west to get along without extensive housing equipment and in the high cold altitudes more and warmer clothing and bedding will be needed.

The following table shows the range and the average altitude and the range and average temperature in 105 camps in twenty-two States. (See Table No. 9.)

TABLE 9.—*Location of Camp Sites: Altitude and Temperature (as indicated by Replies to Questionnaires Covering 105 Camps in 22 States)*

Number Records Studied	Camp Locations	Range in Altitude (in Feet)		Average Altitude (Feet Above Sea Level)	Range in Temperature (Degrees Fahrenheit)		Average Temperature
		Lowest	Highest		Lowest	Highest	
3	Maine	350	700	516.6	70.0	76.0	73.3
1	Vermont	1,100	1,100	1,100.0	78.0	78.0	78.0
1	Massachusetts	40	40	40.0	74.0	74.0	74.0
1	Connecticut	1,000	1,000	1,000.0	70.0	70.0	70.0
27	New York	15	1,100	779.8	62.0	78.7	79.3
2	Pennsylvania	600	900	750.0	70.0	80.0	75.0
5	Virginia	20	2,200	1,264.0	68.0	82.0	73.1
15	North Carolina	1,200	2,500	2,073.3	65.0	70.0	68.3
1	Ohio	500	500	500.0	69.7	69.7	69.7
4	Michigan	600	1,000	625.8	70.0	80.0	73.1
2	Wisconsin	760	900	830.0	70.0	75.0	72.5
1	Illinois	(*)	(*)	(*)	75.0	75.0	75.0
2	Minnesota	850	1,000	925.0	69.5	80.0	74.7
1	Iowa	1,800	1,800	1,800.0	80.0	80.0	80.0
1	Missouri	1,200	1,200	1,200.0	90.0	90.0	90.0
4	Texas	575	630	616.2	65.0	85.0	70.2
2	North Dakota	1,200	1,600	1,400.0	60.0	80.0	70.0
1	New Mexico	7,000	7,000	7,000.0	78.0	78.0	78.0
1	Arizona	5,600	5,600	5,600.0	65.0	65.0	65.0
1	Idaho	4,600	4,600	4,600.0	80.0	80.0	80.0
19	California	23	7,600	2,784.4	57.1	85.0	74.0
10	Washington	(*)	600	60.0	64.0	90.0	71.7
105	(22 States)	(Sea level to 7,600 ft.)		1,612.0	(57.1 to 90.0)		74.3

*Sea level.

The lowest altitude is sea level, and the highest 7,600 feet. The average is 1,612 feet. The temperature range is from fifty-seven to ninety degrees and the average is seventy-four degrees. It appears that these camps in general are well located both as to altitude and temperature.

Expert Advice

It is important to secure the services of a physician with a knowledge of sanitary engineering, or of a sanitary expert, in selecting the camp site. He should examine the source of the domestic water supply and the sanitary condition of the water areas to be used for swimming and diving, inquire into the general health conditions in the neighborhood for several miles around, inspect the dairies from which the milk supply would likely be secured, inquire whether or not the cows have been given tuberculin tests, and see under what conditions fresh meat is handled if secured from the local neighborhood. He should note the presence of low swampy areas in the vicinity, the nature of the subsoil and the top soil, determine whether the mosquitoes found in the region are the malaria-carrying kind, and any other factors that would likely affect the health of the campers.

Such a physician or sanitary expert might be secured through the State Health Department, the County Health Department, or the Health Department of a nearby town, or he may be brought from the home community in which the camp project originated. Indeed every camp committee should have such an expert in its membership. Sometimes much valuable information can be gleaned from residents of the neighborhood. In the national and state forests, the forest rangers and the forest superintendents will be most helpful in locating proper sites.

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CHAPTER III

CAMP SITE PLANNING

The development of a camp site for a stationary organized camp involves practically all the problems of planning and building a small community or a subdivision of a larger community. It is city planning in miniature.

Surveys

In the course of the selection of a camp site the person or persons responsible should have made a careful survey of the water supply, the general health conditions in the locality, a sanitary survey of the source of fresh milk supply if secured in the locality, a study of the probable kinds and quantity of fresh vegetables and fruits to be secured in the vicinity and a survey of the facilities for transportation. Other factors, as indicated in the section upon camp sites, should also have been carefully considered.

In addition to all the above surveys, those responsible for the selection of the site should have made a study of the possibilities of the site from the standpoint of the layout of the camp. This would probably be of a general nature. When the final selection is made and the time comes for actually planning the layout of the camp a much more careful survey should be made.

In planning the camp site it is advisable to secure the services of a practical camp director, a surveying engineer and a sanitary expert. The combined efforts and thought of these three persons ought to result in:

1. The most effective and economical use of ground spaces.

2. The location of the various camp structures so that there will be a maximum of comfort, convenience and ease in management.

3. The most effective hygienic and sanitary arrangements.

4. The preservation of the natural landscape features. If it is deemed advisable to attempt considerable landscape development, the services of a landscape architect familiar with forest landscaping should be secured. Formal landscaping in a camp should be avoided as much as possible. The natural beauty should be preserved.

5. The conservation of financial resources through avoidance of costly mistakes and through having a definite idea of the costs of development.

6. Planning for future as well as present needs. Original plans should always take into consideration possible expansion.

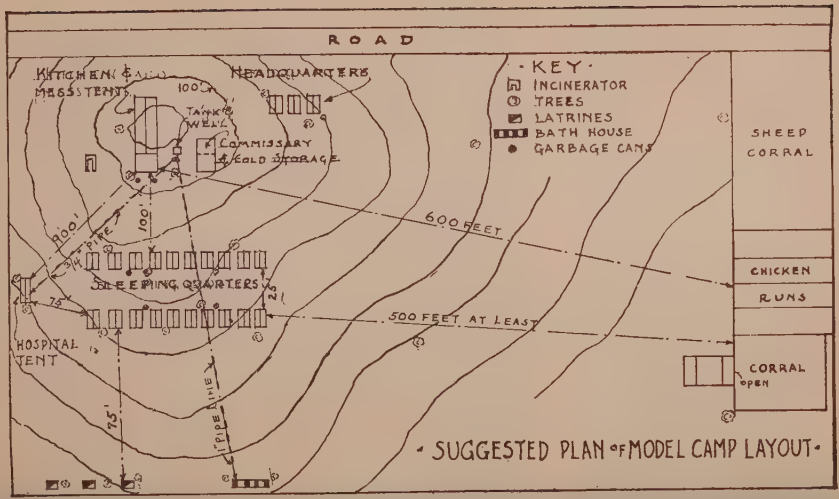
Maps

The surveying engineer should prepare a topographical map of the site and the immediate surrounding territory and a plan map showing in detail the proposed layout of the camp. The two maps may be combined. In the preparation of the plan map, the advice of a practical camp director and of the sanitary expert should be followed closely by the engineer. This method is strongly recommended in the development of camp sites for permanently organized camps. In a less detailed degree the same method of procedure should be followed in the development of any site for an organized camp, even if it is not to be a permanent location. (See Plan No. 1.)

Plans for Buildings

In the planning of all large buildings of a permanent structural nature for an organized camp the services of an architect should be secured. This may be the means of preventing many costly mistakes. However, as there are not many architects familiar with the uses of camp structures, any architect selected for this work should have the constant advice of a practical camp director and the advantage of examples of the plans of structures now in use in camps and found to be well adapted for their purposes.

Plans for all types of sanitary facilities can usually be secured from any State Health Department, the United



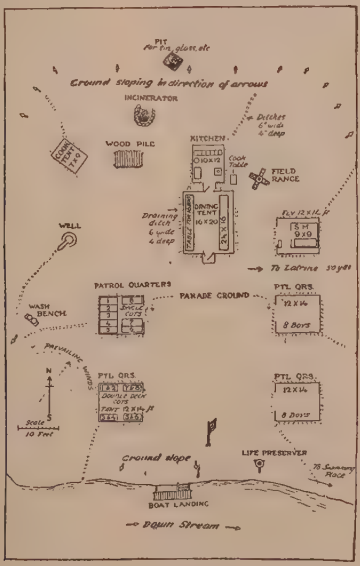
PLAN. 1.—A topographical and plan map of a model camp layout as suggested by the Commission of Immigration and Housing of California. An informal arrangement of the sleeping units would probably make this plan more attractive. Note the location of the well on highest point and latrines and bath in rear of sleeping units and upon lowest ground. Corral and other enclosures for animals and fowls five hundred or more feet from immediate camp site.

States Public Health Service, and often through the local health authorities. (See chapter on Camp Sanitation for plans of various kinds of sanitary facilities.)

Types of Layout

Among the different types of camp layouts are:

1. *The military plan.* This consists of arranging the sleeping quarters in rows forming either streets or a hollow square, with other facilities such as kitchen, dining hall, headquarters, hospital, etc., in a certain formal rela-



PLAN 2

Boy Scout Troop Camp Site and Layout of Equipment. Ground slopes in all directions; prevailing winds blow away from the sleeping quarters over the kitchen, incinerator and garbage pit; latrines removed one hundred and fifty feet from kitchen; drainage ditches around all tents; life preserver in place; wash bench in rear of sleeping quarters. Size of tents allows only twenty-one square feet floor space per capita. Note one tent equipped with single cots and one with double-deck cots.

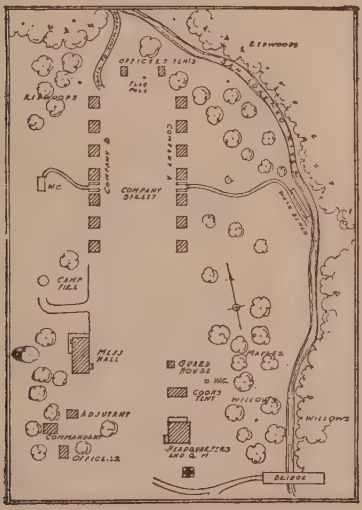
PLAN 3

Adult camp site and layout of equipment. Three-division arrangement of sleeping quarters. Sleeping quarters arranged after the military plan of layout. Land sports facilities grouped in one section; social hall located upon water front; kitchen upon ridge near the center of camp.

PLATE 1.—1.—A military plan layout in a Boy Scout camp. The Camping Department of the Boy Scouts of America is now recommending a more informal plan.
2.—An example of the council ring type of camp layout.

PLATE 2.—Topographical plan layout. Grounds well drained. All sleeping quarters exposed to the sunlight, facing East and South. Note the ample distance between sleeping quarters.

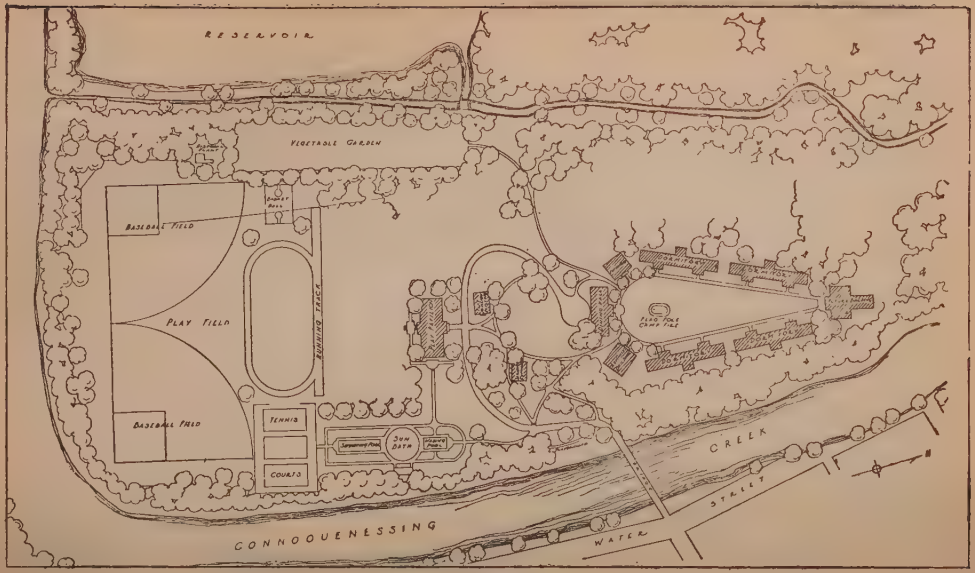
tion to the sleeping and living quarters. (Picture 1, facing page 42.)



PLAN 4

Example of a formal layout of a Boy Scout Camp. Mess Hall and Administrative Headquarters grouped at one end of the immediate camp site. Officers' quarters at opposite end and so placed as to give view of campus. Flag pole in front of officers' tents. Water closet in rear of one line of sleeping quarters. Wash bench in rear of other line of sleeping quarters.

2. *Council ring plan.* This is a form of the military plan type with the living quarters arranged in the segment of a circle, a circle or an ellipse,—the service structures being placed in a certain formal relation to the housing quarters. (Picture 2, facing page 42; plan, page 44.)



PLAN 5

Formal plan of layout for a large fresh air camp. Buildings located upon high ground sloping in all directions. Dormitories used for sleeping instead of cottages or tents. Other buildings include dining hall and kitchen, infirmary, administration, play pavilion, bath house, servants' quarters. Note ample provision for outdoor plays, games and sports.

3. *Topographical plan.* No formal or semi-formal layout is followed in this plan, with the possible exception that the living quarters are grouped in one area of the site but scattered here and there in conformity to the peculiarities of the topography. Other structures will likewise be placed in conformity to topographical conditions.

PLAN 6

Municipal Camp layout upon topographical plan. Sleeping quarters so arranged that no single unit has its view obstructed by another. Dining room, office and flag pole upon lower ground. Water for camp taken from river far above the camp. Camp lighted by electricity from its own hydroelectric power plant.

Very picturesque landscape effects may be produced through this plan. (Picture facing page 43.)

PLAN 7

Semi-topographical plan layout of an industrial recreation camp. Sleeping quarters on high ground; dining hall between two divisions of sleeping quarters. Well and water storage facilities on highest ground. Recreation hall in vicinity of games fields and courts and boating dock.

PLAN 8

An excellent example of a topographical layout of a camp site, Girl Scout Camp.

Sleeping Quarters

The driest ground should be selected for the location of the sleeping quarters.

The tents, cottages, cabins or dormitories should be located where the direct rays of the sun will strike them for the greater part of the day. It is especially desirable to have the rays of the morning sun strike them. This applies particularly to those sections of the United States where there is likely to be considerable rainfall during the camping season.

In the arid regions of the country (most of the Far West and Southwest) it is better to follow the reverse of the above principle. However, in those regions it is desirable to have the sleeping quarters so located as to catch the rays of the rising sun.

The arrangement of the sleeping quarters in relation to each other will depend somewhat upon the topography of the site and upon the type of camp.

1. In general the most effective arrangement in organized boys' and girls' camps is the military or the council ring plan. Either of these plans facilitates general supervision and aids in carrying out most effectively certain activities,—such as the morning setting-up exercises, inspection, policing, flag raising and lowering ceremonies, etc. It is advisable to have at least ten to twenty-five feet between the several sleeping units, for the purpose of securing greater privacy, facilitating freedom of movement about the housing units and ease in sanitary care of the spaces around them.

It should be said, however, that many very able camp directors with long experience with the formal types of layout are turning to the topographical plan, preferring it to the others.

2. In the organized boys' and girls' camps receiving children of widely varying ages, it is advisable to have a divisional arrangement of the sleeping quarters based upon age groups, each age group being housed in separate divisions or sections. (For the various age groups see chapter on Bases of Program Making, page 296.)

A two-division system might suffice. Children from six or seven to ten or eleven years, might be housed in one section and the older children in the other section. Some camp directors carry out this division plan to the extent of maintaining two separate camps with separate head counsellors and assistants, but keeping both under one general management and with the same specialty counsellors working in both camps.

3. In camps admitting boys and girls at the same time the two-division plan is absolutely fundamental, and it is advisable to have the two divisions a quarter of a mile, or more, apart. If children of widely varying ages are included in the boys' and girls' sections, the principle stated above would apply also in each section. There are not many camps admitting both boys and girls at the same time and in general it is inadvisable to encourage this type of camp, except in the case of camps for families and

PLATE 3.—Example of tent housing and equipment in a Camp Fire Girls camp. Girls are ready for inspection.

PLATE 4.—Note location of the double-deck cots in the center of this Y. M. C. A. tent, thus allowing better ventilation and over-head room for occupants of the upper bunks. On the right side of tent is a framework for a series of receptacles for personal articles.

PLATE 5.—Type of two-room cottage in a western municipal recreation camp. Dimensions 12′ x 18′, each room being 9′ x 12′. Note the rustic landscaping and furniture, both done by the campers.

for small children. So far as program-making is concerned, there is no special physical or psychic reason why boys and girls from seven to ten or eleven years could not be handled together. From twelve to fourteen or fifteen years, there are distinct physical and psychic differences between boys and girls which affect the question of program-making and of attempting to group them together in activities. The sexes are more or less mutually repellent at this period. In the succeeding period, fifteen or sixteen and upward, the sexes are mutually attracted and might well be brought together in certain types of activities. Indeed, one of the criticisms that may be made against the long term camps, especially, is that there is little or no opportunity for the development and expression of this mutual attraction and that such an opportunity might be better provided through many kinds of activities in camp under wise and understanding leadership, than in any other kind of environment.

4. In camps admitting boys and girls and parents or other adults at the same time the two-division system of arranging the sleeping quarters is likewise fundamental. This is a common practice in most of the municipal camps in the United States.

5. In camps admitting young men, young women and married couples at the same time, as is done in some private and industrial recreation camps, a three-division system of the location of the sleeping quarters is desirable. In fact, if any large industrial establishment wished to encourage camping for its employees and their families, it would likely be necessary, in order to meet the need adequately, to establish several different camps, viz., one for boys of the adolescent age, one for girls of the same age, one for young women, one for young men and one for married couples and the young children. In practice this might be reduced to three camps alternating boys and girls in one camp by periods, young men and women in the same manner in another camp, and keeping one camp for the continuous occupation of married couples and small children with their parents.

6. If the families of staff members in boys' and girls' camps desire to come to camp, it is advisable to locate

the housing for the families outside of the immediate camp site boundary. This is for the purpose of giving the staff members privacy for rest and association with their families and also to prevent interference with the regular routine of the camp by family members. This same principle should preferably be followed in providing housing for visiting parents, especially if they are likely to remain for a considerable period of time.

7. Housing for the service staff,—cooks, assistants, etc.—should preferably be outside of the sleeping quarter area of the campers and the activities staff, in some secluded spot from which easy access to the various structures may be had without passing through the campers' sleeping quarter area. The service staff will generally rise earlier and retire later than the campers and should have privacy for rest during the hours they are free during the day.

8. Counsellors and leaders are generally housed in the same units with the campers or in separate housing units in close proximity to the sleeping quarters of the campers' units under their several control.

Kitchen and Dining Hall

The topography of the ground will determine to some extent the location of the kitchen and dining hall. In general such structures should be located so as to be from at least one hundred feet to one hundred and fifty feet distant from the sleeping quarters, and at least two hundred feet from the latrines or toilets,—unless the latter are of the most modern type.

In selecting location for the dining hall, advantage should be taken, if possible, of some particularly fine view that might be had from the hall.

Some camp authorities believe it important to locate the dining hall and kitchen in such a position that prevailing winds do not carry the odors of the kitchen in the direction of the sleeping quarters.

Ice House, Store House

These may be either a part of the general kitchen and dining hall structure or separate buildings. If separate

buildings, they should be located in close proximity to the kitchen and dining hall.

In the location of the kitchen, dining hall and store house, ease of approach for unloading supplies, fuel, etc., should be considered.

A few large camps have auxiliary warehouses for the storage of large quantities of supplies. As a protection against fire, these might well be located a considerable distance from the kitchen and other structures.

Incinerators

The incinerator for the burning of kitchen waste should be located in a spot as secluded as possible, and not a great distance from the rear of the kitchen. If, however, there is a large quantity of garbage to be consumed, it is preferable to locate the incinerator in some secluded place outside of the immediate confines of the camp site. Care in either case should be taken to locate the incinerator so that the prevailing winds carry the odors away from the living and eating quarters.

Some camps have small stone incinerators or camp fire places in the rear of each housing unit for the burning of refuse collecting about the unit. This can also be used for a unit camp fire and as a practice place in camp cookery.

There is no objection to having small screened stone or wire incinerators located in the vicinity of the sleeping quarters for the burning of trash or refuse which accumulates about the campus and the grounds around the sleeping quarters. (See chapter upon Camp Sanitation for full discussion of garbage and waste disposal by incineration, pages 369–374.)

Recreation Hall or Building

It is not an uncommon practice in camps to combine the kitchen, dining hall and recreation hall in one structure. In this type of structure the recreation hall may be an upper story or an extension of the dining hall, or the dining hall itself may be used as the recreation hall. In such instances, what has been said concerning the location of the dining hall and kitchen will apply.

In general, however, it is not desirable to use the

dining hall for the recreation hall. It is better to have a separate room, or better still to have a separate building which might include other features such as a radio room, dark room, library, headquarters office, canteen, small handicraft work rooms, nature museum, etc.

Inasmuch as the recreation building is the real indoor social center of the camp, it should be located in a more or less central position, presenting if possible a commanding view of all parts of the camp site and within easy access of all sections of the site.

Workshop, Craft House, Camp Craft Field, etc.

Many of the private camps and some of the more highly organized community organization camps conduct an extensive program of manual activities. While many of the activities of this nature are carried on in the recreation hall, on the verandas, or under the trees, it is not uncommon to find separate buildings such as a wood-working shop, a loom house and a house for the art crafts like jewelry making, working in leather, modelling, etc. No definite principle as to the location of structures for these purposes can be stated. However, it is probably better to locate them in the vicinity of the social or recreation building.

Every camp should have a fairly level place set aside in some spot outside of the campus area for the carrying on of all manner of camp craft training.

Outside Latrines or Toilets

These should be located preferably to the rear or to the right or left of sleeping quarters and at least from seventy-five to one hundred feet from them. Most camps provide one large unit for the main body of campers with possibly a small unit for staff and another for employees. A better plan for camps having fifty or more campers would be to have units of approximately three or four seats in the ratio of one unit for about every thirty campers and so distributed that one such unit be placed in the rear of approximately five tents housing from six to eight campers each. This plan might increase the sanitary care, but for convenience, particularly in the night time, is preferable to having one central toilet which is almost sure to be

located too far away from some of the sleeping quarters. In camps having one central flush toilet system (which is probably the most practical and economical plan of installing this type of toilet) it would be well to have small auxiliary dry or chemical toilets distributed after the manner indicated above. Some boys' camps have auxiliary open air urinal facilities distributed in rear of sleeping quarters in the ratio of one such facility to every four or six tents or cottages. (For full discussion of the different types of facilities for disposal of human waste, see chapter upon Camp Sanitation, pages 366–402.)

Location of Cess Pools, Septic Tanks and Toilets in Relation to Water Areas

No cess pool, septic tank or privy toilet should be placed closer to water areas used for domestic purposes and swimming than one hundred feet, and a greater distance is desirable especially if the subsoil be of limestone or other open formation. This principle is for the purpose of protection of water areas against pollution. These facilities should always be located below the source of water supply for drinking and washing purposes, or at such a distance as to prevent any possible contamination.

Wash Houses

Wash houses, in camps providing such facilities, should be located in close proximity to the sleeping quarters, preferably in the rear at some point between toilets and sleeping quarters. Where chemical, non-seepage or flush toilets are provided, wash facilities might well be provided in the same structures, but closer to sleeping quarters. Wash houses should be connected by drains with either a cesspool or septic tank.

Wells and Springs

If possible the areas occupied by dwellings and all service facilities should be laid out below wells and springs which are the source of the water supply. Though much can be done to protect wells and springs against contamination if they cannot be so located, there is always danger of possible pollution in such cases. The same principle should hold if the water supply is drawn

from a running stream. In that case care should be taken to ascertain whether there are possible sources of pollution on the higher stretches of the stream. A knowledge of the geological formation of the camp site is extremely important in determining the relative position of the source of water supply and the various structures of the camp and especially of the various facilities used for the disposal of sewage.

Boat Docks and Swimming Dock

The location of these facilities will be determined by a study of the shore line and the bottom of the river, the lake or the ocean for several hundreds of feet from the shore line. On large bodies of water it is desirable to secure as sheltered a cove or bay as possible for the boat landing, as a protection against strong winds and in the north country against ice floes. For swimming a sandy beach and gradually sloping sandy bottom is desirable, especially for non-swimmers and unskilled swimmers. A very careful survey of the swimming area should be made in the beginning and repeated from time to time for the purpose of locating buried logs or snags, deep holes, large rocks, whirlpools and other possible sources of danger to the swimmers. All danger points in the swimming area should be marked by buoys or stakes bearing red flags, or the cause of the danger removed.

Boat House or Houses

The location of the boat dock and swimming dock will determine the location of the boat house as it should be preferably on the shore in the immediate proximity to landings and to swimming areas. Some camps construct a floating boat house for the housing of motor boats and occasionally there is a separate house constructed on the shore for the housing of motor boats during non-camping season. This may be located at any suitable place along the shore line,—special care being taken to protect it from severe winter storms.

Outdoor Games and Sports Facilities

The topography will probably determine the location of the game courts and sport field or fields because most of them require a considerable area of level ground.

PLATE 6.—Outdoor sleeping accommodations—a practice common in the high, dry regions of the western part of the United States. Tents used only for dressing.

PLATE 7.—Rustic cottage-cabin housing in a western Boy Scout Camp. Dimensions 16′ x 30′. Eight scouts to a cabin, allowing sixty square feet per camper.

PLATE 8.—Screened type cottage (12′ x 12′) in a mixed family camp. Note height above the ground, insuring good ventilation and coolness, and incidentally protection from possible overflow of nearby river.

No fixed principle can be laid down with respect to the relative position of land game and sport facilities to sleeping quarters and other structures. In general they should not be farther from the immediate camp site than one quarter of a mile and preferably much closer. They should not be in too close proximity to the sleeping quarters and the kitchen and dining room on account of the possible dust. The areas should be fairly level, but at the same time well drained and reasonably smooth. A heavy turf makes the most desirable surface.

Water Reservoir

The determining factors in the location of the reservoir are the pressure desired and the distance the water can be economically pumped. Any elevation rising above the various structures on the camp site and within reach of the power of the pumping plant provided would answer the purpose. If pressure be secured through artificial elevation, the reservoir can be located near the source of the water supply, thus cutting down the cost of pumping. Pneumatic pressure tanks may be located at any convenient place about the grounds.

Barn, Stable or Corral

Any structure or pen used for housing or confining live stock of any kind should be located at least six hundred to eight hundred feet from the sites occupied by the housing units and the kitchen and dining room.

Garage

The location of the garage is a matter of convenience and topography. It is advisable to locate it in some part of the grounds away from the part occupied by the sleeping quarters.

Miscellaneous Features

Every camp should have a space set aside for an outdoor chapel, and a place for a council ring or camp fire. Desirable features are an amphitheatre and a nature den. The topography of the ground will generally determine the location of these facilities. It is desirable to locate the chapel in some place about the camp ground where it

will not be used for any other purpose. Space under a single large tree, or a space within a grove of trees or an elevated place giving a commanding view of the surrounding country would be suitable.

The amphitheatre may be fashioned out of some natural depression in the site.

Some camp directors locate the council ring or camp fire site within the deep recesses of nearby woods, others in the open campus, and others on the shore of water areas adjacent to the camp site. In general it should be located at some place a sufficient distance away from the camp structures to avoid any possibility of the structures catching fire.

The nature den should be so located that it will be seen frequently by campers passing to and fro in camp.

Bibliography on Camp Site Planning[1]

GRIEVES. Military Sketching and Map Reading. Pp. 5–95.
JEWELL. Quick Map Making. *Outing* 69:677–9. March, 1917.
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[1] Prepared by George B. Affleck, International Y. M. C. A. College, Springfield, Mass.

CHAPTER IV

EQUIPMENT

An organized camp is very much like a large family or a group of families living together in a highly socialized community.

The necessary material facilities for shelter and comfort, for the care, preparation and serving of food, for sanitation, and for carrying on the activities of the family community are not fundamentally different from the facilities needed and used by the campers in their ordinary daily living.

The difference is in the extreme simplicity and primitive nature of the equipment of the camp community as compared with the regular living environment. Simplicity should be the aim in genuine camps. When one sees the elaborate equipment of some of the so-called camps of today one wonders what camping is, after all, and where the line should be drawn between a camp and a hotel or a semi-hotel summer resort.

The principle to be followed in providing equipment is to get along with the fewest impedimenta of material things and yet at the same time to leave nothing undone to promote the health and safety of the campers.

In the organized camps of the United States, the one great danger, next to the development of the camping movement beyond available trained leadership, is the tendency to surround the camper with too artificial an environment.

Camping is a manner of living in the open under more or less primitive conditions. If the camping movement is to be a great mass movement within the economic reach of the majority of the people this idea must be kept always in mind. The constant multiplication of the material environment will not only take it out of the reach

of the majority of the people but at the same time it will destroy some of its finest human developmental possibilities.

Definition of Equipment

Camp Equipment as used in this chapter is defined as all material things of a more or less permanent nature necessary, or considered to be necessary, in the conduct of a camp, excepting things provided directly by nature.

It is sometimes difficult to distinguish between "equipment" and "supplies." But, in general, "supplies" refers to those readily expendable or consumable things such as food, soap, cleaning materials, paper, medicines, craft-work material, etc., while "equipment" includes such things as all manner of structures, beds and bedding, furnishings, kitchen and dining room utensils, tools, safety devices, recreation facilities of a non-expendable character, etc.

Sleeping Quarters

Shelter of some kind for sleep, rest and keeping of personal possessions is the first and primary need in any camp. In the organized camps of the United States many different types of dwellings are used. They may be grouped into the following classes: tents, tent-cottages, cottages, cabins and dormitories. Dormitories may be tents or permanent structures.

In the arid regions of the United States campers may sleep in the open.

Floor Space and Cubic Feet Air Space per Capita in Sleeping Quarters

It is desirable in all types of sleeping quarters to have at least fifty square feet of floor space and five hundred cubic feet of air space per capita. (See Chapter upon Camp Sanitation, pages 424–426.)

The United States Army Regulations provide that in all barrack dormitories at least sixty square feet of floor space be allowed. In the standard pyramidal tent (16 by 16 feet) for permanent occupancy during warm weather, if there is no serious illness among the men, the number of men shall not exceed six. This is an allowance of floor space of approximately forty-two square feet per

man. For temporary occupancy eight men may be housed in each tent. In winter the number of men will be reduced to five. The Army Regulations further provide that there shall be seven hundred and twenty cubic feet of air space for each occupant in all barrack dormitories. In determination of air space any height above twelve feet will not be considered. As a temporary measure the cubic feet of air space may be reduced to five hundred.

The rules of the Commission of Immigration and Housing of the State of California state: "All bunk houses, tents or other sleeping quarters must provide at least five hundred cubic feet of air space for each person."

If extraordinary care is taken to provide proper ventilation it is quite possible to reduce the above standards both as to floor space and air space without endangering

Camp Practices Re Allotment per Camper of Square Feet of Sleeping Space

Type of Camp	Less than 20	20 to 25	25 to 30	30 to 35	35 to 40	40 to 45	45 to 50	50 and up	Total
Municipal			1	1				1	3
Institutional:									
Disabled Veterans					1				1
Adult Clubs								2	2
Orphanages		3							3
Girls' Clubs					1	1		1	3
Boys' Club				1					1
Juvenile Aid				1				1	2
Church Society (Girls' Friendly)						1			1
Industrial	1			1		1	1	2	6
Settlement		1	1			1		1	4
Fresh Air		1	1	1			1	2	6
Church	1	1			1				3
Y. M. C. A.	3	5	3	1			1	2	15
Y. W. C. A.			2	2	3	1	1	1	10
Y. M. H. A.						1		1	2
Boy Scout	6	3	10	11	3	4		4	41
Girl Scout			1	3	1	1			6
Camp Fire Girls		2		1		2			5
Private:									
Boys	1	2	2	3		4	1	5	18
Girls	1	1	2	1	3	5	4	5	22
Adults				1		2	1	1	5
Private Schools							1	2	3
Agricultural Extension				1					1
	13	19	22	28	15	24	11	31	163

the health of campers. Camp directors are advised to adhere to the higher standards. (See chapter upon Camp Sanitation, pages 424–426, for a more extended discussion of sleeping quarter standards.)

Table on page 59 shows the practices as to square feet of floor space per capita in one hundred and sixty-three camps throughout the United States.

Of the whole number of camps considered in this table, 8 per cent allowed less than twenty square feet of sleeping space for each camper; 11.6 per cent allowed from twenty to twenty-five square feet; 13.5 per cent from twenty-five to thirty square feet; 17 per cent from thirty to thirty-five square feet; 9.2 per cent from thirty-five to forty square feet; 14.6 per cent from forty to forty-five square feet; 6.7 per cent from forty-five to fifty square feet; and 19 per cent allowed fifty or more square feet of sleeping space for each camper. More than 80 per cent have an allowance of less than fifty square feet per camper.

It is clear that the large majority of the camps included in the above table fall far below the desirable standard.

The following table shows the standard for tent housing

Standard Sizes of Tents, Showing Number of Occupants Permitted.

Size of Tent	Height of Walls	Number of Occupants Permitted	Size of Tent	Height of Walls	Number of Occupants Permitted
7x 9½	3	1	18x20	5	6
9½x 9½	3	1	18x24	5	7
9½x12	3	1	18x30	5	9
9½x14	3	1	18x35	5	10
12x12	3½	2	18x40	5	12
12x14	3½	2	20x24	5	8
12x16	3½	2	20x30	5	10
12x18	3½	2	20x35	5	11
14x14	4	3	20x40	5	13
14x16	4	3	20x50	5	16
14x16	3	3	24x30	6	14
14x18	4	3	24x35	6	16
14x20	4	4	24x40	6	18
14x24	4	4	24x50	6	23
16x16	5	4	24x60	6	27
16x18	5	4	30x40	6	25
16x20	5	5	30x50	6	32
16x24	5	6	30x60	6	38
16x30	5	7	30x70	6	44
16x35	5	9	30x75	5	44
18x18	5	5	30x84	5	48

as fixed by the Commission of Immigration and Housing of California:

Table on page 60 shows, in most instances, an allowance of sixty square feet of floor space or more per capita.

All tents in permanent camps should be floored. The floor should be raised from six to eight inches or more

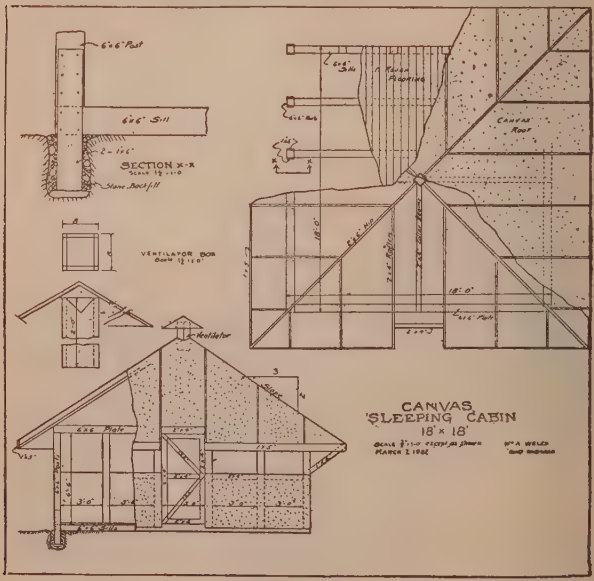
No. 1

Pyramidal tent showing use of poles around sides to make tent more stable. Tent without floor. Note drainage ditch.

above the ground, to permit a free circulation of air underneath. A frame of scantlings or poles erected parallel to the sides of the tent at about the height of the walls to which to fasten the guy ropes adds greatly to the stability of the tent. The tent can be made still more stable by stretching its wall over a framework of

scantlings so constructed as to conform to the interior dimensions of the tent.

In rainy or very warm regions a fly adds much to the dryness and coolness of the tent. In fact the fly should be considered an essential part of the tent equipment.

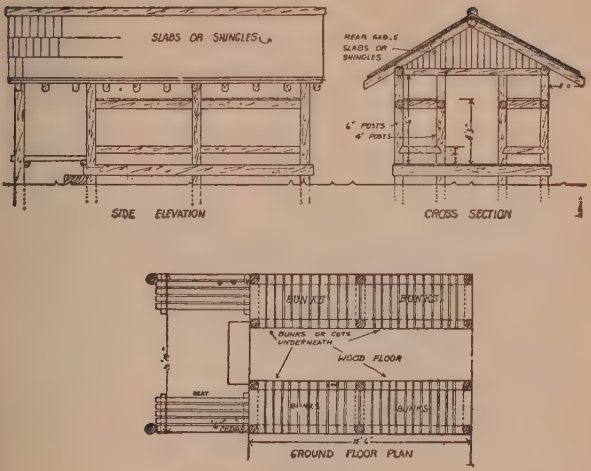


No. 2

Plans of a tent-cottage or canvas cabin. A neat, attractive and fairly durable form of camp housing. Plans drawn by Major W. A. Welch, Palisades Interstate Park, New York.

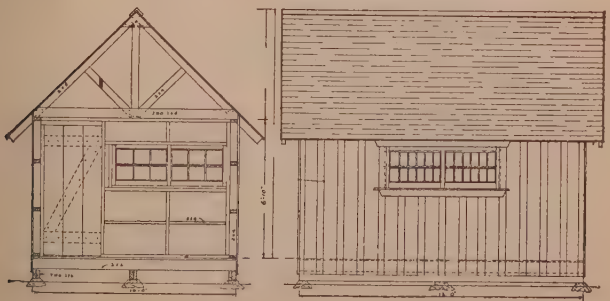
The floors of all permanent structures should be raised from ten to eighteen inches above the ground. The ground underneath should be kept free from refuse and débris of all kinds.

The sides and ends of tents should be kept rolled at all times, weather permitting.



No. 3

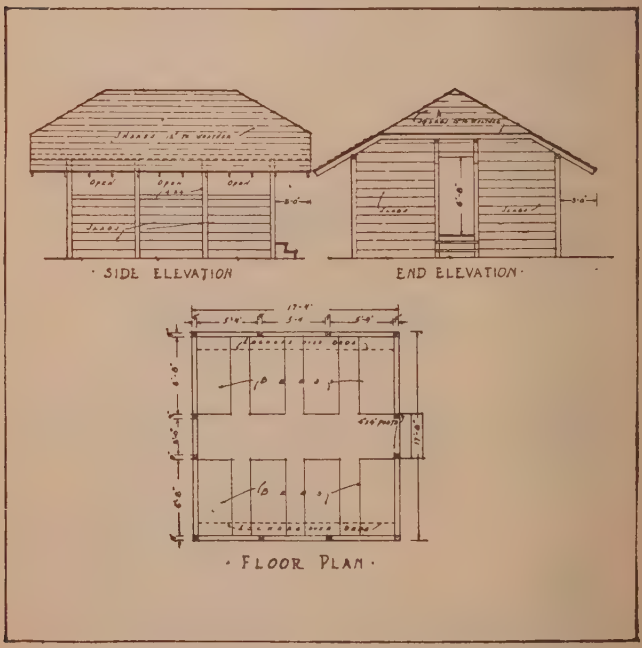
Plan of a type of permanent sleeping shelter used in a Boy Scout camp. Durable and provides ample ventilation. The long projecting eaves give protection against rain so that no side flaps are required. Designed for eight campers. Square feet floor space should be increased. Published through courtesy of Camping Department of the Boy Scouts of America.



No. 4

Plans of sleeping unit used in a western municipal camp. Dimensions, ten by twelve by six feet, ten inches.

It is desirable that from one-third to one-half of the walls of permanent structures used for sleeping be left entirely open, protected by canvas curtains. If perma-

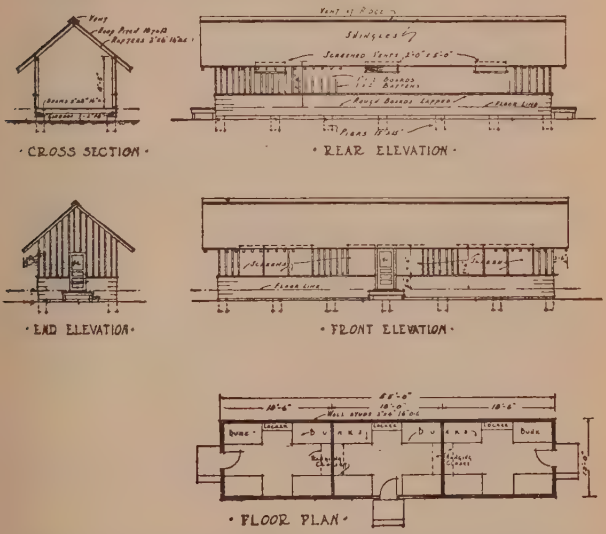


No. 5

Plan of a sleeping shack to house eight campers. The plan allows approximately thirty-six square feet of floor space and two hundred and fifty cubic feet of air space per capita. This is considerably below the desirable standard. Note the openings in the side walls.

nently enclosed, windows on pulleys, pivots or hinges are preferable to sliding windows. Windows hinged at the top and opening outward are preferable because window space can be kept open even in severe storms. Wide

projecting eaves (twenty-four inches or more) afford protection against storms. In some camps using permanent structures ventilation is provided for at the top by means of a small secondary roof over a space of a few



No. 6

Plans of sleeping quarters in a Camp Fire Girls' Camp. Each room is designed to house eight girls. Double decker bunks are used. Dimensions allow approximately thirty square feet of floor space and two hundred and twenty cubic feet of air space per capita. Note the ample openings in side walls and vent along the comb of the roof.

inches at the comb of the main roof. (See chapter upon Camp Sanitation for suggestions upon protection of sleeping quarters against insects.)

(Pictures facing pages 48, 49, 54, 55, 66 and 67 illustrate various types of sleeping quarters.)

Tents versus Cottages or Other Permanent Structures

There is a decided tendency in organized camps to supplant the tent with permanent structures. This is especially true in fresh air, adult, private camps for girls and municipal camps. Many boys' camps are likewise turning to cottages or cabins. Many camp directors deplore this tendency.

The comparative advantages and disadvantages of the two types of structures may be stated as follows:

1. The advantages of tents:

a. The original cost is low as compared with the cost of permanent structures.

b. They are especially adapted to short term camps.

c. They are adapted for use upon temporarily loaned or leased sites where it is undesirable to erect permanent structures.

d. They have a romantic appeal, especially to boys and girls. In the minds of many camp directors this appeal outweighs all other considerations and leads them to advocate tents in preference to all other types of structures.

e. They compel the campers to live a life of extreme simplicity, such as true camping ought to foster.

2. The disadvantages of tents:

a. Extraordinary care is required in their use. The mortality of tents is high.

b. They give less protection against the elements in severe weather, than do other camp structures. Many directors minimize this, however, stating that it is quite possible to be as comfortable in a tent even in severe weather as in a permanent structure.

c. They are not well adapted to year-round camping, especially winter camping. Again it must be stated that tents can be made quite comfortable in winter.

d. Tents require especially prepared storage places and a great deal of work in preparation for opening and closing of camp. If the weather happens to be damp or rainy, long delays in closing camp occur. Delays have been known to be as long as four to six weeks.

PLATE 9.—Rustic cottage (12′ x 18′ x 7½′) used as sleeping quarters for four girls in a private camp. The Dutch door allows the upper half to be kept open at all times. Per capita allowance: 54 sq. ft. floor space and 405 cu. ft. of air space.

PLATE 10.—Dormitory sleeping accommodations in a fresh air camp. Sleepers arranged "head-feet" after the army fashion. Counsellors' room at end overlooking both rows of cots.

3. The advantages of permanent structures:

a. They have long life. With reasonable care a well-constructed cottage or dormitory will be serviceable for from twelve to twenty years, or more.

b. They give better protection against the elements in severe weather.

c. They are adapted for camping in all seasons of the year with a fair degree of comfort even in winter.

d. The camp is more readily prepared for occupancy at the beginning of the season and more easily closed at the end of the season.

e. It is not necessary to make special storage of much of the heavier equipment.

4. Disadvantages of permanent structures:

a. The original cost is high as compared with the original cost of tents. In the long run, however, permanent structures are more economical.

b. They destroy to a considerable degree the romantic element of camping, being too similar to regular living environment.

Table on page 68 shows the practices in 228 camps as to the relation of permanent and temporary structures for sleeping quarters.

This table shows that 51.3 per cent of the 228 camps use tents entirely, while 30.7 per cent use permanent structures only. Eighteen per cent use both temporary and permanent structures.

List of Movable Equipment in Sleeping Quarters

One cot for each person in camp, with a few extras for visitors and temporarily to replace broken cots. For single cots steel is to be preferred to canvas. In double decker bunks canvas is preferable.

Large wicker baskets, similar to clothes baskets, fitted with pillows, rubber sheeting, blankets, etc., will be needed for infants in camps housing little children.

One mattress for each cot with a few extras to replace those that may become badly soiled.

A canvas sack for each mattress will prolong the life of the mattress and keep it in a better sanitary condition.

Practices of Camps Re Use of Permanent or Temporary Sleeping Quarters

Type of Camp	Number Using Permanent Structures	Number Using Temporary Structures (Tents)	Number Using Both Temporary and Permanent Structures	Total
Municipal	1	5	1	7
Institutional:				
Disabled Veterans	1			1
Adult Club	2			2
Orphanages	3	1	3	7
Girls' Club	2	1	2	5
Boys' Club	1			1
Juvenile Aid	1	3	1	5
Girls' Friendly (Church Society)	2			2
Industrial	1	1	2	4
Settlement	8	2	2	12
Fresh Air	10	4	3	17
Church	3	1	3	7
Y. M. C. A.	5	8	4	17
Y. W. C. A.	8	6	3	17
Y. M. H. A.	1	2		3
Boy Scout	5	39	6	50
Girl Scout		8		8
Camp Fire Girls	1	5	1	7
Private:				
Boys	4	13	4	21
Girls	9	11	4	24
Adults	1	4	1	6
Private Schools	1	1	1	3
Agricultural Extension		2		2
	70	117	41	228

Water-proof sheeting or white oilcloth is sometimes used for mattress cover.

Six cotton sheets, at least, for each bed. In some camps sheets are not considered essential.

Three to four wool blankets for each bed. In general the weight of each blanket should be from four to five pounds. Soft loosely woven blankets are warmer than hard closely woven ones. Some dark color is to be preferred. Dark gray or brown is good for camp. Quilts may be substituted for one or two of the blankets.

One pillow for each bed. In some camps pillows are not considered essential.

Two to three pillow slips for each pillow.

One lantern for each sleeping unit.

One small table in each unit is desirable but not essential.

One small mirror in each unit.

Rack upon which to hang extra clothing. It is desirable that this rack be so constructed that a box-like receptacle is provided in it for each camper. Some camps provide small lockers, others bureaus, etc.

One or more chairs, or stools. These are not essential.

A line outside of sleeping unit, preferably in rear, upon which to hang wet bathing suits and sweaty clothes, and for airing the bedding.

Bench in rear of sleeping unit equipped with one wash basin for each camper, one water bucket or pitcher and individual soap cake,—if washing is not done in a community wash house.

Individual drinking cups.

One covered pail, constantly kept filled with water for fire protection.

Covered slop or garbage can,—a small one for each unit.

Some camps provide a wash stand with pitcher, wash basins (one for each occupant of the unit), slop jar, soap container, etc., within each housing unit. Sometimes a night urinal container for each housing unit is provided, especially in camps housing young children.

A very few camps have gone to the extreme of providing shower bath, flush toilet and modern plumbing wash basins in each sleeping unit.

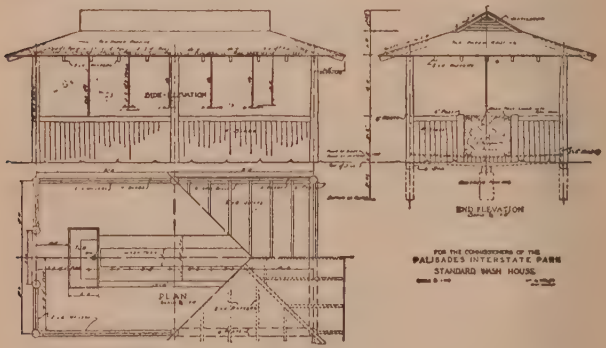
Washing Facilities for Personal Toilet

Some of the different types of washing equipment for personal toilet in organized camps are:

1. The simplest form is the use of a flowing stream or other natural body of water. As a general rule this should be prohibited for sanitary reasons.

2. The most common form of equipment consists of individual wash basins of tin or enamel (sometimes cloth), water pail and a bench of some kind. In camps having running water, faucets distributed at intervals among the sleeping units take the place of buckets or other water containers. In some camps a community bench is used for several units with water from a faucet at the bench, the campers using individual wash basins.

3. The community wash basin or trough is frequently found. This consists of a long trough either of wood or wood lined with tin, zinc or copper, or entirely of metal with a series of faucets distributed along the edge or dropped from a water pipe overhead. Sometimes individual wash basins are used in a device of this kind but more often the individual basins are discarded and the water kept running the entire time the campers are making their toilet. Some camps use a shed-like structure divided into partitions, one partition for each camper with individual faucet, wash basin, soap container, and cup or glass. It is common to have a shed-like roof over community wash basins or troughs as a protection against inclement weather.



No. 7

Plan of a standard wash house used in camps in the Palisades Interstate Park, New York.

4. Some camps have community wash houses with the most modern plumbing equipment.

A very common practice is the throwing of wash water upon the ground about the tents or cottages or wash benches. This should be prohibited for sanitary reasons. Many camps having running water connect the community wash basin or trough with the cesspool or septic tank. This is strongly recommended.

If movable wash basins or pans are used there should be one such basin for every person in camp. If the community system is used with constantly running water the capacity should be such as to accommodate at least fifty per cent of the campers at one time. If there are about fifteen or thirty minutes of free time before the meal period the capacity of the centralized wash facilities might be considerably reduced from the above standard.

In practically all types of camps the campers are expected to bring towels, wash cloths, soap, combs and brushes. In camps without modern plumbing facilities or without running water campers are generally required to bring their own wash basins also.

(See pictures facing pages 86 and 87 for illustration of some types of washing facilities.)

Assembly, Social or Recreation Hall

Some kind of shelter for general assembly is essential in any organized camp. This may be either a tent or permanent structure.

It is not uncommon to find the dining tent or hall used as an assembly place. This may be practicable in small camps, but not desirable in permanently organized camps because it involves constant rearrangement of the dining room equipment and often interferes with dining service and proper sanitary care of the dining hall.

The assembly hall may be an entirely separate structure or it may be part of a larger building combining many different facilities.

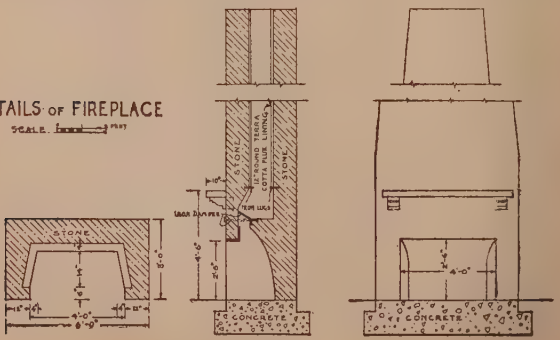
The floor space of the assembly hall should provide from ten to twenty-five square feet per person. This allows for comfortable seating with ample aisle spaces. If it is desired to use the hall for a physical activities program (games, dances, calisthenics, etc.) there should be from forty to fifty square feet per camper. Table on page 72 shows the per capita square feet allowance in the social halls of sixty-seven camps.

Of the sixty-seven camps, 43.3 per cent have social hall space of less than ten square feet per capita, 29.8 per cent have from ten to fifteen square feet, and 26.9 per cent have fifteen square feet and upwards.

Every permanent assembly hall structure should have a

Type of Camp	Less than 10 Sq. Ft.	10–15 Sq. Ft.	15–20 Sq. Ft.	20–25 Sq. Ft.	25 Sq. Ft. Up	Total Number Camps
Municipal	.....	1	1	.....	.....	2
Institutional:						
Orphanage	2	.....	.....	.....	.....	2
Girls' Club	1	.....	.....	.....	.....	1
Children's Aid	1	.....	.....	.....	.....	1
Industrial	2	.....	.....	.....	.....	2
Settlement	2	.....	.....	.....	.....	2
Fresh Air	2	.....	1	1	.....	4
Church	1	2	.....	.....	1	4
Y. M. C. A.	2	1	.....	.....	2	5
Y. W. C. A.	.....	5	1	.....	1	7
Boy Scout	1	2	.....	.....	.....	3
Girl Scout	.....	.....	2	.....	.....	2
Camp Fire Girls	.....	.....	1	.....	.....	1
Private Schools	1	.....	.....	.....	1	2
Private:						
Boys	8	6	3	1	1	19
Girls	3	3	1	.....	.....	7
Adults	3	.....	.....	.....	.....	3
	29	20	10	2	6	67

large fireplace. The construction of fireplaces is an art in itself, both from the standpoint of proper interior construction and artistic effect on the outside. The following diagram shows how a fireplace may be constructed:



No. 8

Plan showing the construction of a fireplace.

A small stage in one end of the hall greatly extends its usefulness. The stage may be either portable or permanently constructed in the hall. A stage with a depth ranging from ten to twenty feet, width of opening from fifteen to thirty feet, and proscenium arch from ten to twelve feet would answer the purpose of indoor amateur dramatics.

The assembly hall should be enclosed, but a large part of the wall space should be taken up by windows hung upon pulleys, pivots or hinges, so that the entire space occupied by a window can be thrown open. Wide verandas adjoining the assembly hall add much to the attractiveness of the structure.

The movable equipment of the social or recreation hall might include:

One or more of the following musical instruments: piano, organ (portable may be used), phonograph.

One cabinet for sheet music and records.

Fifty to one hundred community song books,—number depending upon size of camp.

One flag and shelf, or other storage place for flag.

Seating facilities in the form of benches, folding chairs, settees, arm chairs, etc., in such numbers as to provide seating for the entire camp capacity at assembly or entertainments, with a few extras for visitors. It is preferable to have a few substantial but attractive seating facilities like settees, arm chairs, rockers, etc., for ordinary use, and folding chairs or plain benches for large gatherings.

One medium-sized mirror.

Two to four round or rectangular library tables.

Two or more waste paper baskets, preferably metal.

Six to twelve folding games tables.

Sets of quiet games like checkers, dominoes, chess, authors, parchesi, cards, etc.

Several pictures, preferably of outdoor subjects.

One fire screen.

One set fire-tongs, andirons, brush, and container for wood.

Lamps or lanterns (if electricity is not used) both hanging and bracketed to wall. Table lamps also.

Window hangings add much to attractiveness of the hall

Rugs.

Shelves, for books if hall is used as library; and books, magazines, and newspapers.

(See pictures facing pages 74, 75, 102 and 113 for illustrations of some types of assembly or social halls.)

Dining Hall or Tent

Both permanent structures and tents are used for dining in organized camps. The permanent structure is recommended for all camps that are likely to continue on the same site for several years. Dining space should provide from ten to twenty-five square feet per capita. Thus in a camp of 100, the minimum size of the dining space would be approximately 25 by 40 and the maximum 40 by 60 feet.

The following table shows the square feet of dining space allowed each camper in 121 camps grouped into fourteen different classifications:

Type of Camp	7–10 Sq. Ft.	10–15 Sq. Ft.	15–20 Sq. Ft.	20–25 Sq. Ft.	25 Sq. Ft. Up	Total Number Camps
Municipal	3	2	1	.....	.....	6
Y. W. C. A.	3	4	1	1	4	13
Y. M. C. A.	1	2	2	1	2	8
Institutional:						
Orphanage	2	.....	1	.....	1	4
Girls' Clubs	.....	1	.....	.....	2	3
Children's Aid	1	.....	1	.....	3	5
Girl Scout	1	1	1	.....	2	5
Boy Scout	2	9	3	1	.....	15
Private:						
Girls	1	1	4	1	2	9
Boys	3	9	2	2	6	22
Camp Fire Girls	.....	1	1	.....	.....	2
Fresh Air	1	1	4	2	3	11
Settlement	1	1	1	2	5	10
School	1	.....	.....	.....	.....	1
Church	1	2	1	.....	1	5
Industrial	.....	1	.....	.....	1	2
	21	35	23	10	32	121

Of the 121 camps considered in this table, 17 per cent allowed from seven to ten square feet of dining room space for each camper; 29 per cent allowed from ten to fifteen square feet; 19 per cent fifteen to twenty square feet; 8 per cent twenty to twenty-five square feet; and 27 per cent allowed twenty-five or more square feet of dining room

PLATE 11.—Social hall in a western municipal camp. Dimensions 34′ x 64′. Rustic construction fits admirably into the surrounding landscape.

PLATE 12.—Interior of the building shown in the preceding picture, showing fireplace and type of interior construction.

space per camper. Eighty-two and six-tenths per cent of the 121 camps allowed from ten square feet upwards.

For the purpose of ventilation and securing a more natural atmosphere it is preferable to have all or at least from one-third to one-half of the wall space entirely open, for summer use.

For winter camping the wall space will necessarily be entirely enclosed, but there should be a liberal use of windows. In addition there should be a ventilating space along the comb of the roof.

Tables and Seating Facilities

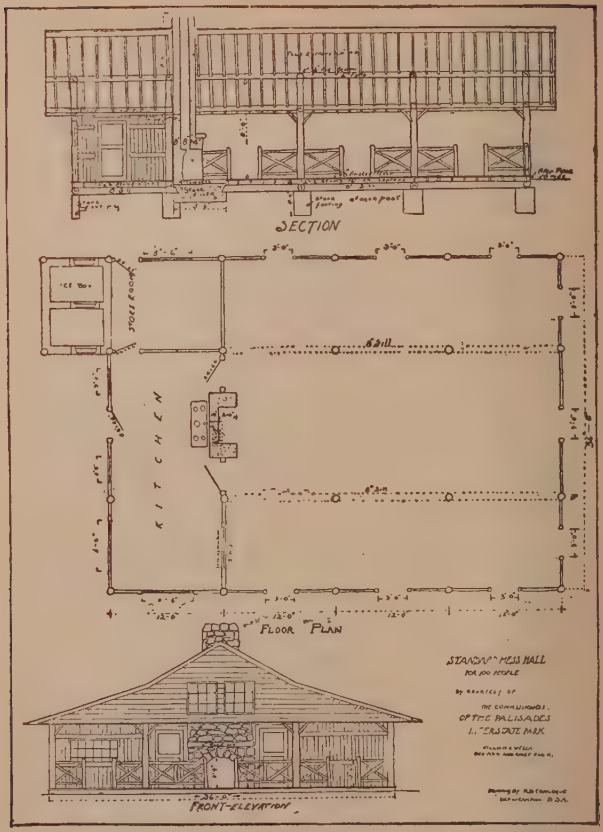
Tables used in organized camps range from very long ones, reaching the length or the breadth of the hall, to tables of a size sufficient to seat a tent group or other basic unit group with its leader.

From two to two and a half feet of table space should be allowed each person. To seat a basic unit of eight campers with the leader and assistant would require a table of the dimensions of two and a half feet wide by eight to ten feet long.

For the purpose of instructing in table manners, maintaining order, facilitating conversation and making a more attractive arrangement of the hall, tables of a size to seat only a basic unit group (four to eight) with the leader are recommended. Round tables are better adapted to securing the above advantages than square or rectangular ones. If movable or permanent benches are used for seating, the square or rectangular tables must be used.

Table tops should not be made of matched lumber. The planks will inevitably spread, forming lodging places for food, and it will be difficult to keep the table in a sanitary condition. Custom differs in camps as to treatment of the table top. Some camps rely on elbow grease and cleansing material to keep the bare wooden tops clean. Others use paint and shellac to make a surface easily cleansed. Others use oilcloth, and still others use regular washable table covers.

Benches permanently attached to the tables, movable benches, and various types of chairs are used for seating. If the dining hall must be used for a social hall it is preferable to have the seating arrangements movable.



No. 9

Plan of standard type of mess hall for one hundred people used in Palisades Interstate Park, New York. Dining room entirely open save for railing.

In addition to table and seating facilities to comfortably care for all persons in camp there should be at least one or two extra tables with seats for guests.

Movable equipment for dining room, other than tables and seating facilities, may include:

Individual Service Equipment

One dinner plate.
One or two small plates.
One drinking cup or glass for water.
One drinking cup or glass for milk.
One teacup and saucer.
One cereal bowl.
One dessert dish.
One knife and fork.
One tablespoon.
One dessert spoon.
Two teaspoons.

To find the total number of articles needed for any given camp, multiply each article by the number of persons in camp and then add from ten to twenty per cent for loss and for use of visitors. The various receptacles may be of aluminum, white enamel or porcelain. In well-organized permanent camps dishes of white enamel and porcelain are recommended.

Knives, forks and spoons of white metal or plated ware are recommended.

Table Service Equipment

The following list of table service equipment is based upon a seating arrangement accommodating from four or five to eight campers and their leader at each table:

One or two sugar bowls.
One or two salt shakers.
One or two pepper shakers.
One large meat platter.
Two or three large serving dishes.
Two or three ladles or large spoons.
One or two cream pitchers.
One or two water pitchers.
One or two milk pitchers.
One or two bread trays or plates.
One or two butter plates and knife.

One or two cruets.
Two or three small dishes to be used for pickles, olives, celery, etc.
Two or three small dishes for serving jellies, jams, honey, etc.
Syrup pitcher.
One or two serving trays.
One flower vase.

To find the total number of articles needed for table service, multiply each article or number of articles by the number of tables and add about ten per cent for replacement.

(See pictures facing pages 95, 102, 103, 112 and 113 for illustrations of dining halls.

See chapter upon Camp Sanitation, pages 413–417, for instructions concerning sanitary care of dining room equipment.)

Kitchen

The first point to consider in planning a kitchen is the size. A study of the dimensions of kitchens in 123 camps, representing many different types of camps, shows that there is apparently no relation between the size of the kitchens and the capacity of the camps. Fifty-four and three-tenths per cent of the 123 camps have kitchens ranging from two hundred to five hundred square feet. The smallest kitchen has forty-nine square feet with a camp capacity of fifty-four, and the largest 1,062 square feet with a camp capacity of 360.

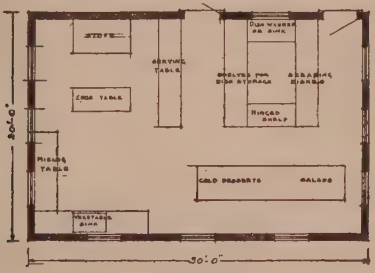
In general there seems to be a temptation to make the kitchens too large. The disadvantages of a large kitchen can be avoided in part by making the working space compact. The arrangement of the kitchen is perhaps more important than the actual size in determining efficiency in working. For a unit of one hundred a kitchen with inside dimensions of twenty by twenty-eight or thirty feet would be satisfactory.

The type of construction would depend upon the permanence of the camp and its location. As much light and air should be arranged for as possible. The floor should be easily cleaned and the overhead structure should be such as to permit easy cleaning and not serve as a place for the

gathering of dust. Where climatic conditions make it possible it would be wise to have much of the wall space open. In case windows are needed part of the time, they may be hinged and so arranged that they can be hooked to the ceiling when fresh air is needed.

In planning the kitchen the work to be done there must be taken into consideration. The following floor plan suggests how the facilities in the kitchen may be arranged to secure most efficient work results.

Floor Plan



No. 10
Floor plan of kitchen

There are two openings from the kitchen into the dining room, one through which the soiled dishes are brought to be placed on the scraping shelf. The waiter then passes the table where salads and cold desserts are placed, and out by the serving table for the hot foods. The dishwashing sink or dishwashing machine is placed near the door with shelves on either side for placing the clean dishes. This is accessible to both the salad and dessert table and the table from which the hot foods are served. It is also easily accessible from the dining room. The table for the preparation of the salads and desserts is in the coolest part of the room and in a corner which can be ventilated. On the other side, away from the stove, is the vegetable sink and the mixing table. The stove is in a corner where it will not be in a draft and from which the hot food can be taken directly into the dining room.

In camps serving cafeteria style the arrangement of the facilities in the kitchen will have to be modified somewhat to permit large openings with serving shelves or counters in the side of the kitchen next to the dining room.

Unlike dining room equipment, it is difficult to reduce kitchen equipment to a small unit basis from which the size and the number of pieces of equipment for any given camp can be estimated by multiplying by the number of campers, or by some unit classification of campers. The following list of equipment is offered as a suggestion for the kitchen equipment of camps ranging in capacity from fifty to a hundred:

One range, hotel size, one or two ovens.

One to four ovens (Dutch).

One to four two-tier tables, wood or enamel tops, size depending upon kitchen space.

Four to eight stools or benches.

One to two cupboards or shelving spaces with hooks, curtains, or doors.

One to two detachable drain boards.

One dishwashing machine or four or more large dish pans or tubs, of enamel, granite or galvanized iron.

Dish drainers, wire sink strainers, sink brushes, soap dishes or shakers, soap, cleansing and scouring powders, steel wool, etc.; dish scrapers, pot scrapers, vegetable brushes—the number of each depending upon the need.

One to three sinks, if running water is available—these in place of the dishpans or tubs mentioned above.

One plumber's force pump if sinks are used.

Five to ten basins or tubs for cleaning of vegetables.

One wash basin for each person employed in kitchen for washing hands, providing there is no running water.

Twenty-four to forty-eight hand towels for workers' use.

Twenty-four to forty-eight dish towels.

Twelve to twenty-four dish cloths or mops. (Boil towels or mops after use.)

Three to six garbage cans, covered, preferably of galvanized iron; one ash can of galvanized iron; two coal scuttles if coal is used for fuel; one wood box; two stove pokers; one to two scrub pails; two to three scrubbing brushes; one to two mops; one broom; one dust pan and hair-brush; one waste basket; one spring scales, twenty-four pounds; one clock; lamps or lanterns if electricity is not used.

One coffee boiler, four to ten gallons, in camps where coffee is served to campers regularly.

One coffee boiler, one to three gallons, in camps serving coffee to workers only.
One teapot, three quarts to one gallon, for workers.
Eight to sixteen individual table coffee and teapots may be used in place of the larger utensils mentioned above.
Two hot water pots, two gallons each.
Two tea-kettles.
Two double boilers, one gallon and two gallons.
Two steamers, size of double boilers.
One stew kettle with detached cover, five gallons.
Three sets nesting pots, varied sizes.
Three to six sauce pans, one to six quarts.
One roasting pan, large oblong or square, with cover.
Three drip pans, uncovered.
One fish baker.
Two iron griddles, hotel size.
Two frying pans, large.
One frying pan, small.
Two skillets.
One iron kettle.
One frying basket, wire.
One iron sheeting (dimensions depending upon size of oven).
Four toasters.
Two toasting forks.
Eight cake pans, square or oblong.
Eight sets cake pans (layer, three in set).
Two to four cake turners.
Twelve patty or muffin pans (nine in cluster).
Twelve pie pans or dishes.
Three to six mixing bowls (various sizes, enamel or earthen ware).
Two to four mixing pans.
Twelve pudding dishes.
Twelve (or more) gelatine moulds.
One bread board.
One bread mixer.
One pastry board.
One rolling pin.
One cooky cutter.
One biscuit cutter.
One doughnut cutter.
Two measures, one quart and one pint.
Two measuring cups (glass or aluminum).
One flour sifter.
Two egg beaters (wire).
One egg whip (wire).
Two pitchers, enamel or earthen ware (large).

Two pitchers, enamel or earthen ware (small).
Eight to sixteen large platters, enamel or earthen ware.
Eight to sixteen large plates, enamel or earthen ware.
One meat saw.
One cleaver.
One meat grinder.
One chopping bowl.
One meat chopper (with double knives).
One set skewers.
One carving set (knife, fork and steel).
One whetstone.
Three to six utility knives.
One bread knife, or bread cutter.
Six to twelve paring knives.
Two apple corers.
One potato slicer.
Two potato mashers (wire, wooden handles).
Two spatulas.
Three mixing spoons, wooden, medium length handle.
Three to six teaspoons.
Three to six tablespoons (serving).
Three to six stirring spoons.
Three to six basting spoons, long handles.
Three two-pronged forks (24-inch handles).
Three to six utility forks (two or three prongs).
One strainer (hotel size, wire, cone-shaped).
Two strainers, small and medium sized, aluminum or china.
Two funnels—one large, one small.
Two colanders.
One grater.
Two can-openers (combination corkscrews).
Two skimmers, perforated.
Three ladles (soup).
One ladle (gravy).
Four salt shakers, if not purchased in regulation containers.
Four pepper shakers, if not purchased in regulation containers.
Three milk cans, with covers.
Two pails, enamel, granite or galvanized iron.
Two dippers, enamel.
One ice cream freezer.
Two ice cream scoops.
One or more lemon squeezers.
One or more trays for general kitchen purposes.

Comments upon Certain Types of Kitchen Equipment

Range. Standard manufacturers offer the French type of range as adaptable for camps using wood or coal as fuel.

This type is equipped with one or two ovens, one or two fire-holes as desired, grates and heavy fire brick linings. Water-backs, connecting with a hot water boiler, may easily be added if required. This style of range is usually furnished with attached double warming shelf, and a Gothic canopy or hood shield (generally about one foot longer than stove) may be had at extra charge. Three-inch legs are advisable, but these may be removed from the range if the kitchen is fitted with hearth stone or other two-inch floor protector. An idea of the average sizes of ranges used in camps feeding from fifty to one hundred persons may be gained from the following:

Range 4 ft. 7 in. long, 33 in. deep, 31 in. high, has 1 fire and 2 ovens 15 by 24 by 13 in.

Range 5 ft. 0 in. long, 34 in. deep, 31 in. high, has 1 fire and 2 ovens 17 by 24 by 14 in.

Range 7 ft. 0 in. long, 39 in. deep, 34 in. high, has 2 fires and 2 ovens 18 by 28 by 16 in.

Range 8 ft. 0 in. long, 39 in. deep, 34 in. high, has 2 fires and 2 ovens 22¾ by 28 by 16 in.

Baking Ovens. In some instances where all breads and pastries are made in camp, it has been found advantageous to install a portable baking oven. Such an oven is constructed of galvanized iron, and fitted with stove for burning coal or wood (or with burners for natural or artificial gas). The oven is so arranged that each shelf forms a separate compartment, with drop-hinged door for each, thus allowing the heat of but one to escape when the door is opened instead of cooling the entire space. Roasting of meats may also be done in an oven of this kind.

An oven 45 in. high, 32 in. wide, and 32 in. deep, containing *three shelves* (each 28 in. wide by 20 in. deep), having a baking surface of twelve square feet, can bake 30 two-pound, or 60 one-pound loaves of bread at one time; or

An oven 50 in. high, 37 in. wide, and 32 in. deep, containing *four shelves* (each 33 in. wide and 26 in. deep), having a baking surface of eighteen square feet, can bake 48 two-pound, or 96 one-pound loaves of bread; or

An oven 63 in. high, 37 in. wide, and 32 in. deep, containing *five shelves* (each 33 in. wide and 20 in. deep), having a baking surface of twenty-four square feet, can bake 60 two-pound, or 120 one-pound loaves of bread.

Tables. Cast-iron carving tables may be purchased in any length from three to seven feet and two feet wide. A steel, enamel or wooden cooking table, with double tiers, is often supplemented by saucepan racks either attached to the sides of the table itself, or suspended from the ceiling.

Dough-troughs, of wood or steel and usually about twelve feet long, may be added to the kitchen equipment if much baking is done at camp.

Trucks and Trays. Dish trucks, 22 inches wide, with 10-inch rubber wheels, are found to be of great assistance in conveying food and dishes to and from kitchen, dining hall and pantries. Likewise, a butler's tray with stand is sometimes employed as a substitute for one of the ordinary trays used in and about the kitchen.

Ash or wood trucks constructed of wrought steel (18 by 20 by 24 inches long) and mounted on two stationary wheels and one swivel wheel,—with or without rubber tires, —may be had at reasonable cost, and are of great convenience in many of the larger camps.

Coffee and Tea Urns and Pots. A wide range of various sized pots and urns is offered by the dealers, but if the camp can afford to make the initial outlay, one urn at least is advisable if coffee is served regularly at camp. Self-feeding and other regulating attachments are provided, and the average allowance per gallon is sixteen cups.

If coffee is purchased in the bean it is, of course, essential that the camp be supplied with a coffee mill or grinder, not included in the foregoing kitchen equipment list.

Frying Pans and Skillets. These terms are often confused and used interchangeably. Frying-pans of cast iron, wrought steel, aluminum, enamel, etc., are available in various sizes from six to twenty inches in diameter. The generally accepted meaning of the term "skillet" implies a small sized iron frying-kettle, deeper than the average long-handled frying-pan.

Waste Basket. Finely-meshed wire baskets two to four feet high are on sale in some of the supply stores, and are especially recommended for camp kitchen use.

Labor-saving Power Devices. Vegetable paring and slicing machines, meat slicers, bread slicers, food choppers, potato mashers, ice-cream freezers and the like are used in many of the large camps where motor power is available.

Electric toasters, with compartments for toasting six slices of bread per minute, and automatic boilers with adjustable indicators to boil eggs in a period varying from one to six minutes are also used if the camp facilities so allow.

(Pictures facing pages 122 and 123 illustrate camp kitchens.)

Storage Places

Some of the different kinds of storage places found in organized camps are:

1. Pantry, or room located adjacent to the kitchen, for the storage of foods for immediate consumption. In many instances shelves or bins in the kitchen serve this purpose. Some camps have a special room adjoining the kitchen for the storage of dishes and other dining room and kitchen utensils. Some very large camps have a specially constructed refrigerator adjoining the kitchen for storing all kinds of food stuffs in quantities. In several camps the large refrigerator is located in the ice house building.

The equipment of the pantry may include the following:

Shelving and bins for breakfast foods, sugar, rice, flour, etc.
Shelves or cupboards for dining room utensils.
Bread box or bin.
Cake box or bin.
Crocks with covers, glass jars, etc.
Coffee grinder, if needed.
One small table.
Refrigerator, preferably with white enamel lining and removable wire racks; ice tongs, ice picks, ice crusher; and water pan if drainage is not cared for in some other manner.

2. General store room, store house or warehouse for the keeping of large quantities of non-perishable foodstuffs and certain kinds of equipment. Some camps have more than one such structure. The equipment may include the following:

Large heavy shelving and large bins.
One platform scales.
One truck.
One small desk with record books, pens, ink, pencils, scratch paper, etc.
Stool, or chair.

The supplies will be kept in the warehouse in their original containers, for the most part, and classified in groups according to kinds.

3. There should be a room for the storage of the regular clothing, and other personal belongings of the campers not used in camp. This room should be very dry to prevent mildew of clothing, shoes, etc. The equipment usually includes racks and hangers, and as much shelf surface as space will permit.

4. In those regions infested by mice, rats, chipmunks and red squirrels, there should be a room lined with tin or zinc or closely woven wire for the storage of fabrics like tents, blankets, mattresses and other bedding, canvas cots and other supplies and equipment likely to be injured by such animals.

5. In many camps use is made of some part of other rooms or buildings such as dining hall, social hall, etc., for the winter storage of cots, tables, benches, chairs and other movable equipment.

In some small camps a cooler is constructed in the ground for the storage of perishable foods. In the high altitudes of the western part of the United States open air refrigeration is practised successfully.

Storage for water, ice, boats, etc., is discussed in the sections dealing with those subjects.

(See picture facing page 94 for example of general storehouses and ice house.)

Ice House

Many camps located in the colder regions of the United States have found it advantageous to construct ice houses for the storage of their own ice instead of purchasing from commercial ice companies. The amount of ice stored should be sufficient to provide from five to ten pounds per camper per day. The quantity used will vary with the season.

Upon the construction of ice houses Mr. H. Hillenbach, Manager of the Brooklyn Division of the Knickerbocker Ice Company, New York City, says:

"When planning the building of the house forty cubic feet should be allowed for each ton. A peaked roof is the best and the walls should be of two inch by six inch

PLATE 13.—Type of wash house in a private camp for boys, equipped with running water, and individual wash basins, towels and soaps. Wash water is thrown upon the ground, which is one bad feature of this plan.

PLATE 14.—Individual wash basin system using water from a common faucet and using a common wash bench. Girl Scout camp.

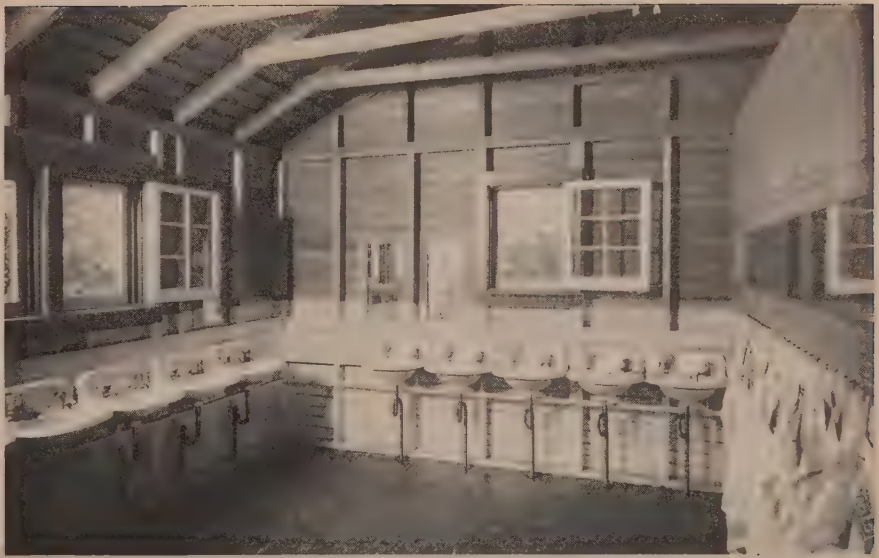


PLATE 15.—Type of modern washing facilities in a fresh air camp.

uprights with plain boards on inside and insulating paper covered by shiplap on the outside. The air chamber should be filled with good dry sawdust or fine shavings. Floor of the house may be ashes covered with loose boards. Roof may be covered with shingles and should have ventilation on top. Ice should be stored on flat side and about one inch apart on sides and ends and up to within ten inches of trusses. When house is full, ice should be covered with thickness of from four to five inches of fine ice (cracked up cakes) and on top of that should be placed from eight inches to ten inches of salt hay. Be sure to have doorway sawdusted as well as walls. House should not be opened until necessary and not be kept open too long in summer time in order to prevent excessive shrinkage. The natural shrinkage of ice in small houses amounts to from thirty-five percent to forty-five percent, so if a net tonnage of one hundred tons is needed at least one hundred and seventy-five tons should be stored."

Laundry

In short term camps the campers usually bring sufficient clothing and other necessary articles for personal use to supply them during the full time they are to be in camp. But in long term camps and to some extent in permanent organization camps operated upon a period basis, facilities for laundering become an important feature of equipment. The laundering is sometimes taken care of through commercial laundries in nearby towns or cities; sometimes by the mother institution like an orphan asylum, but quite often it is done within the camp. The equipment for laundering in use in organized camps ranges from the very primitive utensils like a large kettle over an open fire or outdoor fireplace, large pail or tub and wash board, to well-equipped laundries with many modern conveniences. Some camps have a special building for the laundry.

The equipment for a small laundry may include:

One small stove.
One box or other container for fuel.
One clothes hamper.
One washing machine or wash boards.
Two or more galvanized iron wash tubs.
One or two strong benches.

One or two wringers.
One or more wooden tables.
One wash boiler, galvanized iron or copper.
One or two large clothes baskets.
One or two galvanized iron or granite pails.
Two or more scrubbing brushes.
One mop.
One broom.
One dust pan.
Clothes line or reel.
Drying bars.
One or more ironing boards.
Three to six flat irons.
Clothes pins.
Soap, washing powder, bluing, starch, beeswax or tallow, as required.

In some of the very large camps the laundry is equipped with machinery such as is found in small commercial laundries.

Equipment for Disposal of Sewage and Garbage

See chapter upon Camp Sanitation for detailed treatment of this subject. It cannot be emphasized too strongly that in providing this particular type of camp equipment, every organized camp is justified in sparing no expense to procure the most up to date and perfect equipment possible. The very primitive facilities are not desirable unless watched with constant care.

The ratio of toilet seats to persons in camp should be one seat to every ten persons.

Of 115 camps (eighteen different types) from which complete reports were received (1923) regarding toilet facilities, 57.4 per cent provided toilet facilities in the ratio of one seat to every ten persons or less; 42.6 per cent provided one seat to every eleven or more persons; 26 per cent provided one seat to every fifteen or more persons and 15.6 per cent had a ratio of one seat to every five persons, or less.

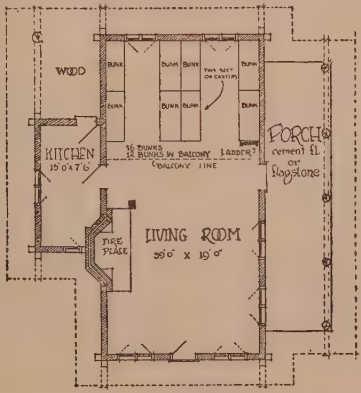
Water Storage Facilities

In all organized camps not having a natural gravity flow of water from springs, streams or artesian wells, it is necessary to provide facilities for storing water. The

reservoir capacity should allow from thirty to fifty gallons per capita every twenty-four hours. (See chapter upon Camp Sanitation for full presentation of this subject.)

Composite Buildings

It has already been noted that in some camps one building may serve several purposes. This housing of several different facilities under one roof is quite common in the organized camps of the United States. These composite structures range from comparatively simple buildings housing a combined dining and social hall with fireplace, kitchen and small storage places, to elaborate structures housing kitchen, bakery, storage places, dish-washing room, dining hall, recreation hall with fireplace, office, canteen, library, dispensary, craft room or rooms, verandas, etc. (See plans 11, 12 and 13.)

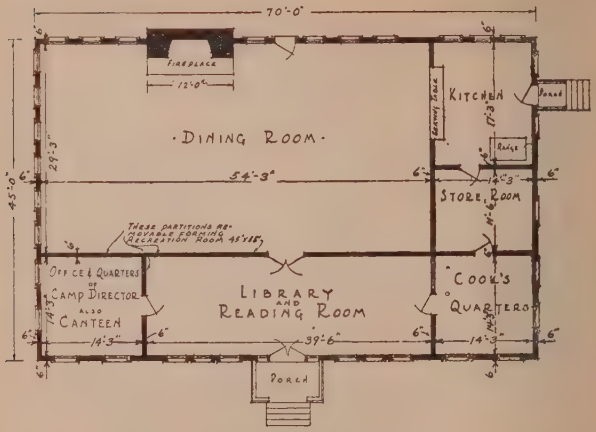


No. 11

Type of a composite building including living and dining room combined, kitchen, and a balcony for sleeping.

Office Headquarters

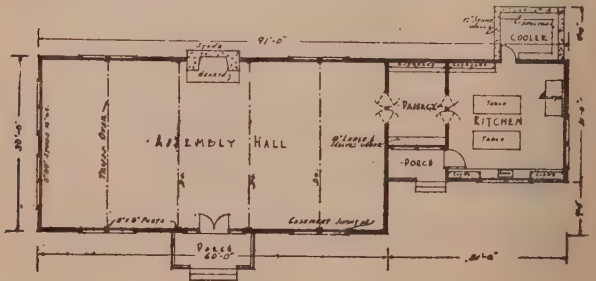
For the transaction of the business of an organized camp and to serve for a headquarters for the director, some structure, or a room in a composite structure, is neces-



FLOOR PLAN

No. 12

Plan of a composite building including dining room, kitchen, store room, cook's room, library and reading room, and canteen and director's headquarters room. Boy Scouts Camp. Note the removable partition between the dining and library rooms.



FLOOR PLAN

No. 13

Plan of composite building including combined assembly and dining hall, store room, kitchen and cooler. Note the large spaces devoted to windows and type of windows. Private camp.

sary. In a very large number of camps the office headquarters is housed in a tent. In many other camps the office is located in the club house or some other building used as a common assembly place. In a few highly organized camps, especially large camps, a separate building is provided for the office headquarters.

The movable equipment of the office headquarters may include the following:

One or more desks, depending upon the size of the camp and the number of office workers.
One office chair for each desk and a few extra chairs for callers.
One small book rack or case.
One small safe, or one medium-sized safe if the camp is a large one.
One sectional letter file. Additional sections may be added, depending upon the size of the camp.
Sectional card index files, the number depending upon the size of the camp.
One typewriter.
One adding machine—if the camp has a great deal of business to transact.
One mimeograph machine, if a large camp.
One large bulletin board.
One telephone—long distance connection.
Two or three lamps or lanterns, if electricity is not used.

For small camps the army field desk makes an ideal piece of equipment.

(For various finance records, property records, etc., see chapter upon Camp Accounting. For various program record forms, medical examination blanks, etc., see chapters upon Camp Committee Organization and Camp Organization and Program.)

Camp Store

For the purpose of supplying campers with small articles for personal use most large camps operate a store or canteen. Sometimes a special structure is provided for the store. More often it is conducted in connection with the administrative office and may be housed in the office building or in the club house.

The equipment of the store may include shelving, counter,

glass show cases, cash register, cupboard or locker, small scales, high stools, bulletin board or blackboard, and such supplies as scratch pads, record books, pens, pencils, ink, etc.

The following is a list of supplies kept in the store of a general camp. Several of the articles would, of course, be eliminated in a list of suggested articles for sale in camps for young children. Most camps limit the amount of candy that each child may purchase each day, and a few even forbid its use.

Candy—various simple varieties
Ice-cream
Gum—various varieties
Stationery
Writing tablets
Post-cards—views of camp and surroundings
Scenic photographs
Mailing envelopes
Pen-holders and pen-points
Fountain pens
Pencils
Crayons, colored
Drawing paper and card board
Camp pennants
Cameras
Films
Drinking cups—folding
Pocket-knives
Flashlights
Batteries
Compasses
Matches
Whisk-brooms
Tooth-brushes
Tooth pastes
Soaps—face
" —hand—scouring
(Talcum powders)
(Shaving outfits)
Combs
(Hair-pins)
(Hair-nets)
Hand-mirrors

Emergency kits
Threads
Needles
Scissors
Buttons
Pins
(Thimbles)
Elastic
Shoelaces
Handkerchiefs
Bandanas
Hosiery
Belts
Sneakers
Rubbers
Tramping shoes
Sweaters
Hats or caps
Bathing suits, caps and water-wings
Knickers or bloomers
Shirts or middies—flannel, khaki, white

Sometimes a branch postoffice is conducted in connection with the store. In this there would be the regulation supplies of stamps, post-cards, etc.

In municipal camps, accommodating adults as well as young people and children, various other articles are offered for sale. In addition to most of those covered by the above list, the following were included in the supplies kept in the store of a large Western municipal camp:

For Sale in Store

Cookies—5 varieties
Canned milk
Coffee
Beans
Deviled meat
Sardines
Raisins
Baking powder
Bluing
Starch
Tobacco
Cigars
Cigarettes
Cigarette papers
Fishing tackle

Hooks and eyes
Powder puffs
Bandaging
Cheese cloth
Adhesive tape
Absorbent cotton
Iodine
Vaseline
Zinc ointment
Mentholatum
Aspirin
Castor oil
Epsom salts
Spirits of camphor
Spirits of ammonia

For Rent in Store

fishing poles
bathing suits
cameras
candle lamps
blankets

On Deposit in Store

buckets
basins
soap pails
candle lamps

Hospital

(See chapter upon Camp Sanitation, pages 439–443, for information concerning camp hospital and equipment.)

Nature Museum

More and more attention, and properly so, is being given to nature lore in organized camps. One of the features of this development is the establishment of nature museums. This demands a tent, shack or a room in some other structure in which to mount and keep specimens studied and collected. In some camps the nature museum is brought together outdoors under a tree or some other natural shelter.

The nature museum should be located at some place in the camp where it will be seen frequently and readily

PLATE 16. Ice house at extreme left, two sterilizers in center. Shed attached to sterilizer at the right is used as a photographic dark room. Private camp for boys.

PLATE 17.—Use of a screened veranda as a dining room in a Disabled Veterans' camp.

by the campers. This serves to stimulate curiosity and interest.

The movable equipment for nature museum may include:

One or more tables for studying, mounting and exhibiting of specimens.
Several high stools or chairs.
Cases of various kinds for the preservation of specimens.
Closed cases for the confinement of live specimens.
One or more magnifying glasses.
One or more butterfly and moth nets, and small fish nets.
Photographic outfit.
Pins for the mounting of specimens, such as butterflies, bees, etc.
Presses for the preservation of flowers, leaves, ferns, etc.
Handbooks upon flowers, birds, trees, ferns, etc.
Nature charts.

See picture facing page 134 for example of an outdoor nature museum; facing page 313 for indoor museum.

Games and Sports Facilities on Land

No definite rule can be laid down as to the relative number or type of such facilities for a given number of campers. The following table shows the number of players that can be accommodated at any one time and the number of square feet of space required in some of the minor and major games:

Games	Length (Feet)	Width (Feet)	Area (Sq. Ft.)	Acres	Number of Players
Croquet	60	30	1,800	0.4	2–4 or more
Horseshoes	40	6	240	0.05	2–4 or more
Volley Ball	60	35	2,100	0.05	12–30
Basketball	94	56	5,264	0.12	10
Tennis	108	50	5,400	0.12	4
Playground Ball	70	60	4,200	0.1	20
Playground Baseball	250	250	62,500	1.5	18
Regulation Baseball	325	270	87,750	2.0	18
Soccer	330	210	69,300	1.5	22
Football	300	200	60,000	1.4	22

Definite rules and plans for the construction of all these various types of courts and grounds can be secured from Spalding's Manuals, published by the American

Sports Publishing Company, 45 Rose Street, New York City, or from any of the standard books upon athletic games and sports.

No camp, with the possible exception of adult recreation camps, is justified in going to great expense in providing games and sports facilities of the above nature because the physical activities program should grow out of the natural environment, if the camp is a true camp. They are desirable for a minor phase of the program, especially for the after supper twilight activities.

In fresh air and family camps there should be a small playground with sufficient equipment to employ the majority of the little children at one time. Types of equipment may include a sand court with such accessories as old spoons, wooden spades or paddles, tin cups or other receptacles, blocks, etc.; rustic playhouse, swings, slide, teeter, balancing pole. All this equipment might be constructed of material found in the natural environment by the parents or older campers. Some camp directors have equipped their playgrounds with commercial made apparatus.

(Pictures facing pp. 144, 247, 258, 259, 271 and 280 for illustrations of various kinds of games and sports facilities.)

Water Sports Facilities

Row Boats. The most common types of boat used are round bottom steel or wooden boats and flat bottom wooden boats. Most of the boats are equipped with two sets of oars, although some camps have four or more oared boats. For beginners the flat bottomed wooden boat is recommended because it is more difficult to overturn and has greater buoyancy when overturned. Every boat should have the safe capacity painted in large figures both inside and out. The safe capacity is found by determining how many persons clinging to its sides it will support without sinking when filled with water. Airtight compartments in bow and stern add greatly to the safety of boats.

Canoes. The standard sixteen and eighteen foot canoes are perhaps the most serviceable to use in camps. The large war canoe (thirty to thirty-four feet in length) is

found in use in many camps. For lakes and large rivers canoes with keels should be used. For small and for swift rocky streams smooth bottoms are preferable. (For information concerning types of canoes, their construction and canoe models, see "The Canoe" by Robert Pinkerton, Macmillan Company, New York, $1.00.)

Motor Boats. This type of water craft is valuable chiefly for transportation of supplies and campers, for picnic parties or excursions, rescue work and instruction in handling motor boat engines. Sometimes it is used for aquaplaning.

Sail Boats. Sailing is a sport that should be given more attention than it now receives in those camps located upon sufficiently large bodies of water. Almost any row boat and canoe can be turned into a sailing craft. A small yacht is a most valuable addition to the equipment of any camp located upon a body of water of sufficient size to make the sport worth while. Extraordinary precaution should be taken to insure safety.

Swimming Docks. The swimming dock is usually constructed in the form of a rectangular or square platform, of any desired dimensions, resting upon piles driven into the water at such a distance from the shore as will give at either end and the outer edge of the platform a depth of from eight to ten feet of water. The platform may be connected with the shore by a runway of three or more feet in width. Upon the platform is located the diving board (one or more) and the diving tower. The height of the diving tower may range from six to ten, twenty or even thirty feet. The higher towers have platforms at different heights. (Picture facing page 169.)

The dimensions (in feet) of swimming docks in some existing camps follow:

3 x 6	8 x 30	10 x 40	
6 x 16	8 x 20	10 x 30	
6 x 40	8 x 36	10 x 12	
6 x 120	8 x 10	10 x 10	
6 x 24	8 x 8	10 x 20	
6 x 75	8 x 60	10 x 15	
6 x 30	10 x 35	11 x 75	
6 x 165	10 x 120	12 x 16	
8 x 12	10 x 25	12 x 90	(over)

12 x 24	16 x 18	25 x 35
12 x 18	16 x 16	30 x 30
12 x 40	20 x 30	30 x 35
14 x 24	20 x 24	40 x 60

Boat Dock. In one camp the swimming dock is used as the boat dock. In others a separate place and structure is used. The structure of a boat dock may be similar to that of a swimming dock the canoes and row boats being moored to the runway. Another type of dock is constructed in the form of a rectangular platform running along the shore and resting upon piles at the opposite side. The depth will be determined by the distance from the shore it is necessary to go to secure the proper depth to float the water craft. The height of the platform above the water should be such as to allow easy entrance and exit from canoe and boat. Another type of dock is constructed in the form of a square or rectangular floor with one side moored some distance into the water and the other side resting upon the bank, the whole structure being anchored to the boat house or to some natural object or to posts set in the ground. Some types of docks have a framework built out from the dock in the form of stalls for anchoring the boats and canoes. This prevents them from beating against each other in the wind. A desirable equipment on above is the canoe rack. This is constructed by placing two poles or other strong timbers parallel to each other about six or eight feet apart, resting upon posts projecting above the ground to a height of about two or three feet. (Pictures facing page 135.)

Floating Swimming Docks. For experienced swimmers the floating swimming dock is provided in many camps. It consists of a platform resting upon casks, or metal tanks, or upon logs of great buoyancy. A tower from six to eight or ten feet high completes the equipment except for safety equipment hereafter mentioned. All such structures should be plainly marked for capacity. This rating should be checked from time to time to find whether there is leakage or whether the timbers have become water logged. Some camps have been fortunate in procuring reclaimed army floats for their docks at a very nominal price. The dimensions (in feet) of floating docks found in some existing camps are as follows:

3 x 30	10 x 18	12 x 18
6 x 8	10 x 12	14 x 20
8 x 12	10 x 16	16 x 16
8 x 10	10 x 24	16 x 24
8 x 8	10 x 20	16 x 20
8 x 20	12 x 14	18 x 18
9 x 18	12 x 12	20 x 20
10 x 10	12 x 16	24 x 24

Boat House. For the storage and repair of water craft a boat house is a part of the necessary equipment in all camps having an extensive fleet of water craft. Several different kinds of boat houses are found. First, a house built over the water from the shore, at the end of a dock, or on floats. This type of house is used chiefly for housing motor boats during the camping season. Second, a house, usually located on the shore not far from the water's edge, of a capacity to house all boats, canoes and motor boats, with a sufficient space in addition for a repair shop. Third, a house designed primarily for the winter storage of motor and other boats and canoes.

There are various modifications of boat houses. One boat house of the second kind mentioned above contains in addition to the storage space and repair space, a large social room, nature museum room, library, office room and veranda overlooking the water. Another boat house of the first kind has a second story used for sleeping purposes and a small room on the first floor for the pumping plant.

It is possible to use some other structure about the camp, such as an enclosed dining hall or a social hall, for storing canoes and row boats during the non-camping season.

The equipment may include ropes of various sizes and lengths, pulleys, grappling poles, repair materials, repair tools, racks for storing canoes and boats.

(See pictures facing page 135 for illustrations of boat houses.)

Swimming Cribs. The swimming crib is a device for the protection of little children and beginning swimmers. It is made by constructing a rectangular wooden crate, of the dimensions desired, with a sloping bottom which when placed in the water will give a graduated depth ranging from a few inches at the shore end to three or four feet at the other end. It is secured in place by piles driven

around the outer sides. There should be a platform from two to four feet wide constructed around the ends and sides or one end and a side. In rivers, where the water is apt to vary in depth because of excessive rainfall or lack of it, the mooring device should permit of adjustment to suit the changing conditions. (See picture facing page 168.)

The following are the dimensions (in feet) of swimming cribs found in some existing camps:

10 x 10	17 x 35	24 x 30
14 x 28	18 x 24	24 x 50
15 x 30	20 x 30	25 x 30
15 x 15	20 x 75	26 x 50
15 x 21	20 x 40	30 x 50
15 x 18	24 x 24	40 x 60
15 x 35	24 x 36	50 x 75

Shower Baths and Swimming Pools. (See chapter on Camp Sanitation, pages 418–424, for description of shower bath and swimming pool facilities.)

Dimensions (in feet) of swimming pools found in some existing camps are as follows:

20 x 40	30 x 60	100 ft. in diameter
20 x 50	30 x 100	120 x 150
20 x 80	50 x 80	180 x 360
20 x 200-river	50 x 150	210 x 300
21 x 50	60 x 100	450 x 540
25 x 50	75 x 200	
30 x 50	75 ft. in diameter	

(See picture 57, facing page 258.)

Equipment for Water Front Protection

The following equipment for water front protection is suggested in the American Red Cross pamphlet Number 1005, Revised March, 1923:

"Beginners' pool: The non-swimmers' pool should be enclosed on three sides by life lines, made of manila rope, ¾-inch or heavier (depending on water conditions), buoyed up every fifteen feet by cork floats or wooden buoys painted white. At the corners the line should be made fast to piles driven into the sand, or to buoys moored with rocks or cement moorings. Beginners should not be permitted to go beyond these lines.

"Swimmers' area: The area to be used by swimmers should then be plainly marked off with flags on white floats

moored to the bottom. No swimmer, no matter how expert, should be allowed to go beyond these floats, unless permission is obtained from the Master of Aquatics.

"Float: Ladders should be placed at the float to permit of easy ascent from the water. Great care should be taken that all diving platforms and spring boards are safely situated and that the surrounding water is clear of rocks, stumpage, etc., to a depth of at least ten feet.

"Tower: A small tower eight to twelve feet high should be erected on the shore, so as to overlook the bathing place. A warning signal, such as a bell or gong, should be placed in the tower.

"Life boats: Two or more boats, depending on the size of the camp, should be set aside for life-saving patrol. These should be equipped with life lines looped around the outside of the gunwale, ring oarlocks, a spare oar, and an air tank placed under bow and stern seats. A hole should be cut in the top of the stern board to accommodate the oar in sculling.

"Life boats should be light and easy to handle, but special care should be used to choose boats that are seaworthy and have good (wide) beam.

"One life boat should be kept at the dock ready for instant use, while the other boat or boats are on patrol.

"Under no circumstances should the life boats be used for anything but life-saving duty.

"Ring buoys: Ring buoys should be placed upon every dock. These should not be over nineteen inches in diameter, preferably sixteen inches, and be equipped with sixty feet of ½-inch line with a float or 'lemon' on one end. A ring buoy is valueless unless ready for use at all times. It should be mounted on a rack in the shape of a cross, slightly larger than the buoy, painted red, having a peg five inches long, on the end of each arm, for the rope to be loosely coiled around. The top loop of the buoy hangs on the top peg. By this arrangement the buoy is always ready. (These buoys and hangers may be purchased from the American National Red Cross, Washington, D. C.)

"Water glasses, first aid equipment, grappling irons and extra boat equipment such as oars, rowlocks, and boat hooks should be kept ready for instant use."

Outdoor Theatre

The essential natural condition for an admirable outdoor theatre is a background of shrubs and trees with a comparatively level space immediately in front for the stage and a gentle slope rising on all sides from a central depression. Such a natural layout may be found in nearly all camp sites. It is not necessary usually to do any extensive construction work upon outdoor theatre places. Most sites will need some constructive attention and such development should be made an activity of the campers themselves. (Picture facing page 160.)

Council Ring and Camp Fire

No camp, whether it be for children or adults, is complete without a council ring or camp fireplace. Here all the romance of camping is focused. Long after all other memories of camping are gone, the memories of the camp fire will remain. The equipment is simple. A site selected for beauty of surroundings, a central place on the ground for the fire, plenty of wood, and the natural ground, or logs or rustic seats for the campers, are the essential factors. In camps using Woodcraft League programs the totem poles and special seat for the chief are prominent features of the council ring.

Care should be taken not to make the council ring too formal or elaborate in its equipment. (Picture facing page 161.)

Shooting Equipment, Archery and Guns

Archery is a sport that particularly belongs to the open country and especially to the camp. The equipment consists of a level open place of from forty to one hundred and seventy-five yards, a target or targets, and bows, strings and arrows. The entire equipment can be provided by the campers themselves. The making of satisfactory bows and arrows is an art which will require much practice on the part of the campers. Bows, arrows and targets with book of instruction can be secured from any of the well-known sporting goods houses. (See references in chapter on *Bases of Program Making*, page 301.)

Rifle shooting is another activity adapted to the open country, and related by tradition and practice to camps

PLATE 18.—Open wall dining structure in a Girl Scout camp, illustrating a common practice in the combined use of space for dining and recreational purposes. Rustic railing in place of wall.

PLATE 19.—An open air kitchen, dining room and store in a private camp for girls in the Far West. An excellent illustration of how weather conditions may reduce housing equipment.

PLATE 20.—Dining hall, western municipal camp, entirely enclosed by walls, liberal use of windows and French doors. Oilcloth-covered tables seating from six to eight. Food served cafeteria style. Note the family groups and the wild flower table decorations. Building 30′ x 80′. Space very crowded.

and camping. Chiefly under the stimulus of one of the large sporting goods manufacturers, fifty-foot rifle ranges have been established in many camps throughout the country. The twenty-two short-long rifle is used. The equipment in addition to rifles of the above pattern consists of a level open space sufficient in length for the range desired, and paper or pasteboard targets tacked upon heavy planks or timbers backed by an artificial or a natural mound of earth. Long ranges for high power rifles require a deep pit in front of the target for the signaler and various colored disks for signaling. If the weather is rainy a platform constructed of planks or logs for the use of the shooters is desirable. Necessary supplies of ammunition and cleaning kit complete the essential equipment.

(See pictures facing page 152 for illustrations.)

Craft Equipment

Among the crafts practised in organized camps are carpentry and woodworking, weaving, basketry, clay modeling and pottery, jewelry, stenciling, photography, sketching and painting, leather work, etc.

Most of the craft activities should be conducted outdoors. The environs of the immediate camp site usually provide ample opportunity for this. Mention has already been made of the camp craft field, which should be an essential part of the layout of any camp.

Housing facilities for craft work range from the use of verandas, dining hall or recreation hall to special craft rooms and to special craft buildings for different crafts.

(See references on these various forms of activities in chapter on Bases of Program Making for information on materials and equipment required, together with instructions, pages 303 to 309. Pictures facing pages 94, 153, 290, 291, 296 and 297.)

Flag Pole

The flag pole is one of the first pieces of equipment to be provided in any camp. A tall straight tree is more in keeping with the atmosphere of camping than a metal flag pole. The pole should be located within the vicinity of headquarters or at some advantageous position on the campus. Halyards and a flag complete the equipment. (Pictures facing pages 42 and 340.)

Garage and Barn

Most large organized camps and many small ones have one or more automobiles for transportation purposes and for use in emergencies. The presence of a machine or machines calls for a storage place similar to the average simple type private garage. A tank for the storage of gasoline and a few tools for repair complete the equipment.

Those camps keeping horses for instruction in riding will need a shelter for the horses, the riding equipment and feed. In the construction of barns, stall space 8 by 10 feet should be provided for each horse. It is quite common to arrange the stalls on either side of a central passageway, ranging from a width of a few feet sufficient for feeding purposes only, to a width sufficient to allow a wagon loaded with loose hay to drive into the barn. The loft space will be determined by the height of the building. At least ten to twelve feet head room should be allowed for the stalls. In the western part of the country corrals alone may be used for horses during the dry season. One riding instructor estimates that from eight to twelve horses will be required for every one hundred persons desiring to take riding instruction in camp. McClellan Army saddles and bridles with snaffle bits are recommended as most practical, although it is wise to have a couple of stock saddles and two English saddles for changes in case of girth sores and sore backs.

(See chapter on Camp Sanitation, page 412, for equipment used in disposal of manure and other stable wastes.)

Camps operating farms will, of course, need the full complement of farm house, barn and outbuildings usually found upon the average farm.

(Picture illustrating riding, facing page 226.)

Standard Lists of Equipment for Camps

The following lists of equipment are presented as examples of attempts to standardize equipment for camps. The lists compiled by the Camping Departments of the Boy Scouts and Girl Scouts, respectively, are for small camps. The list compiled by the Committee on Camp Location and Equipment of the Association of Neighborhood Workers of Toronto is designed for a fresh air type of camp of one hundred persons.

EQUIPMENT LIST FOR SMALL CAMPS

Compiled by the Department of Camping, Boy Scouts of America

One Patrol—8 Scouts and Scoutmaster	Two Patrols—Scoutmaster and Assistant—18 Persons	Full Troop—4 Patrols—Scoutmaster, Assistant and Cook—35 Persons
	Tentage	
*1 Sleeping tent, 12x14, or larger	*2 Sleeping tents, 12x14	*4 Sleeping tents, 12x14
*1 Kitchen tent, 8x10, or larger	*1 Scoutmaster's tent, 7x9	*1 Scoutmaster's tent, 8x10
*1 Mess tent-fly, 14x20	*1 Kitchen tent, 8x10, or larger	*1 Kitchen tent, 10x12
	*1 Mess tent fly, 14x20	*1 Cook's tent, 7x9
		*1 Mess tent, 18x24
		*1 Hospital tent, 10x12
	Bed and Blankets	
*9 Single canvas cots or 4 double-deck cots and 1 single cot	*18 Single cots or 2 single cots and 8 double-deck cots	*35 Single or 16 double-deck cots and 3 single
†9 Straw ticks, 2 ½x6	†18 Straw ticks	†35 Straw ticks
†9 5-lb. wool blanket, or equivalent, and	†18 5-lb. wool blankets or equivalent	†35 5-lb. wool blankets or equivalent
†9 Waterproof ground cloth	†18 waterproof ground cloth	†35 waterproof ground cloths
	Stoves and Kitchen Equipment	
1 Dutch oven, cast iron, 10x4	1 Dutch oven, cast iron, 13x6	2 Dutch ovens, cast iron, 13x6
2 Fire irons, flat, 24x1 ½x⅛, or	2 Fire irons, flat, 24x1 ½x⅛, or	4 Fire irons, flat, 24x1 ½x⅛
*1 Sheet iron stove, small size	*1 Sheet iron stove, middle size	*1 Sheet iron stove, large size
*1 Dish pan, heavy tin, 16x3	*2 Dish pans, heavy tin, 16x5	*2 Dish pans, heavy tin, 16x5
2 Wash basins, 14"	3 Wash basins, 14"	5 Wash basins, 14"
*2 Milk pans for mixing and serving	*3 Milk pans for mixing and serving	*4 Milk pans for mixing and serving
*2 Water pails, tin or galvanized, 10, 12 qt.	*2 Water pails, tin or galvanized, 10, 12 qt.	*3 Water pails, tin or galvanized, 20 gal.
3 Covered pails, nesting, 3, 4, 6 qt.	3 Covered pails, nesting, 3, 4, 6 qt.	4 Covered pails, nesting, 3, 4, 6 qt.
1 Garbage pail, galvanized, with cover, 10 gal.	1 Garbage pail, galvanized, with cover, 10 gal.	1 Garbage pail, galvanized, with cover, 20 gal.
*1 Double cooker, enam., 3 qt.	1 Double cooker, enam., 4 qt.	1 Double cooker, enam., 8 qt.
*1 Coffee pot, tin, 2 qt. (coffee or cocoa)	*1 Coffee pot, tin, 4 qt. (coffee or cocoa)	*2 Coffee pots, tin, 4 qt. (coffee or cocoa)

* These items are considered essential. Others may be added for comfort or convenience.

† These articles are usually listed as personal equipment owned by each camper.

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EQUIPMENT LIST FOR SMALL CAMPS—Continued

Compiled by the Department of Camping, Boy Scouts of America

One Patrol—8 Scouts and Scoutmaster	Two Patrols—Scoutmaster and Assistant—18 Persons	Full Troop—4 Patrols—Scoutmaster, Assistant and Cook—35 Persons
1 Shallow sieve, 12″	1 Sieve, 12″	1 Sieve, 12″
1 Graduated measure, tin, 1 qt.	1 Graduated measure, tin, 1 qt.	1 Graduated measure, tin, 1 qt.
*2 Frying pans, steel, 10″	*2 Frying pans, steel, 10″	*3 Frying pans, steel, 10″
1 Large cast-iron pancake grid	1 Large cast-iron pancake grid, 16″	1 Large cast-iron pancake grid, 16″
2 Double wire broilers, 8x10	3 Double wire broilers, 8x10	4 Double wire broilers, 8x10
1 Long-handled dipper, enam., 1 qt.	1 Long-handled dipper, eman., 1 qt.	2 Long-handled dippers, enam., 1 qt.
*2 Pot covers, tin, 10½″	*3 Pot covers, tin, 10½″	*4 Pot covers, tin, 10½″
*1 Large basting spoon	*1 Large basting spoon	2 Large basting spoons
1 Skimmer, tin	1 Skimmer, tin	1 Skimmer, tin
1 Soup ladle, enam.	1 Soup ladle, enam., 1 pt.	1 Soup ladle, enam., 1 pt.
1 Cake turner, steel	2 Cake turners, steel	2 Cake turners, steel
*1 Butcher knife, steel	*1 Butcher knife, steel	*2 Butcher knives, steel
1 Spring scale, 24-lb.	1 Spring scale, 24-lb.	1 Spring scale, 24-lb.
1 Pot cleaner, wire	1 Pot cleaner, wire	1 Pot cleaner, wire
*1 Can opener and corkscrew	*1 Can opener and corkscrew	*2 Can openers and corkscrew
1 Small cleaver	*3 Salt shakers	*4 Salt shakers
*2 Salt shakers	*3 Pepper shakers	*4 Pepper shakers
2 Pepper shakers	1 Medium size cleaver	1 Medium size cleaver
*2 Bread pans, small, 8″x12″	*2 Bread pans, small, 8″x12″	*2 Bread pans, large, 12″x16″
	1 Galvanized wash tub	1 Galvanized wash tub
	Tableware	
*12 Dinner plates, white enam. or tin, 9″	*22 Dinner plates, white enam. or tin, 9″	*40 Dinner plates, white enam. or tin, 8½″
*10 Cups, tin, 1 pt.	*20 Cups, tin, 1 pt.	40 Cups, tin, 1 pt.
10 Cereal bowls, white enamel or tin	22 Cereal bowls, white enamel or tin	40 Cereal bowls, white enamel or tin
*10 Knives, white metal handles	*22 Knives, white metal handles	*36 Knives, white metal handles
*10 Forks, 4 prongs, white metal	*20 Forks, 4 prongs, white metal	*36 Forks, 4 prongs, white metal
10 Teaspoons, white metal	20 Teaspoons, white metal	40 Teaspoons, white metal
*10 Dessert spoons, white metal	*20 Dessert spoons, white metal	*36 Dessert spoons, white metal
2 Tablespoons	3 Tablespoons	6 Tablespoons
*3½ yds. white table oilcloth, 36″	*6 yds. white table oilcoth 36″ wide	*10 yds. white table oilcloth 36″ wide

*1 First Aid Kit 1 Bicycle or other means of rapid travel 1 Life preserver 1 Fire extinguisher 1 Boat 1 Snake-bite and Permanganate outfit	*Safety Devices* *1 First Aid Kit 2 Bicycles or other rapid means of travel 1 Life preserver 1 Fire extinguisher 2 Boats 1 Snake-bite and Permanganate outfit	*1 First Aid Kit, large 2 First Aid Kits, small 2 Bicycles or other rapid means of travel 4 Life preservers 1 Fire extinguisher 3 Boats 1 Snake-bite and Permanganate outfit
Assorted Nails 1 Hammer *1 Axe, large *1 Shovel 1 Rake 1 Saw	*Tools* Assorted Nails 2 Hammers *2 Axes, large *1 Shovel 1 Rake 1 Saw	Assorted Nails 2 Hammers *2 Axes, large *2 Shovels *2 Rakes 2 Saws
*1 Small whetstone, nails assorted 1 Three-cornered file 100 feet ⅜″ rope *1 Lantern *1 Flag 1 Small spool of broom wire 5 Rolls toilet paper 100 Paper napkins *1 Bar scouring soap *1 Bar laundry soap 4 Yds. muslin for dish towels 1 Broom 1 Kerosene container	*Miscellaneous* *1 Small grindstone or emery wheel 1 Three-cornered file 150 feet ⅜″ rope *2 Lanterns *1 Flag 1 Small spool of broom wire 10 Rolls toilet paper 200 Paper napkins *1 Bar laundry soap *2 Bars scouring soap 6 Yds. muslin for dish towels 1 Broom 1 Kerosene container	*1 Small grindstone or emery wheel 1 Three-cornered file 250 feet ⅜″ rope *4 Lanterns *1 Flag 1 Small spool of broom wire 20 Rolls of toilet paper 400 Paper napkins *3 Bars scouring soap *2 Bars laundry soap 8 Yds. muslin for dish towels 2 Brooms 1 Kerosene container
*1 Dining table—4 bds. 1″x12″x10′ *1 Cook table—1 board 1″x12″x12′ 1 Case of shelves, use packing boxes	*Lumber* *2 Dining tables—4 bds. 1″x12″x16′ *1 Cook table—1 board 1″x12″x12′ 1 Case of shelves, use packing boxes	*4 Dining tables—8 bds. 1″x12″x16′ *1 Cook table—2 boards 1″x12″x12′ *1 Case of shelves—3 boards 1″x10″x 12′

* These items are considered essential. Others may be added for comfort or convenience.
† These articles are usually listed as personal equipment owned by each camper.

A CHECK LIST OF PERSONAL EQUIPMENT

Clothing. Scout uniform, extra shirt, extra underwear, extra pair of stockings, extra shoes, old trousers, 6 handkerchiefs, pajamas, bathing suit, sweater or wool shirt, raincoat or poncho, shoe strings.

Toilet Articles. Tooth brush, tooth paste, soap (floating), 2 towels, comb, mirror (small).

Bedding. Blankets (5 pounds wool or equivalent), waterproof blanket, straw tick 2½′ x 6′.

Dishes. Knife, fork, spoon (all with metal handles), tin plate, tin cup (1 pint).

Packing box or pack sack.

Miscellaneous. Note book and pencil, postal cards, stamped envelopes, needles, thread, pins, safety pins, buttons, extra pair shoe strings, Bible or prayer book, Scout Handbook, pocket knife, canteen.

Additional but not required. Kodak and supplies, flashlight, baseball equipment, musical instruments, fishing tackle, compass, Scout diary, fountain pen, Scout axe, hike kit, watch, signal flags, sneakers.

EQUIPMENT FOR THREE-UNIT CAMP

Thirty-six to Forty-four Persons

Compiled by the Department of Camping, Girl Scouts, Inc.

Two general divisions should always be considered in laying out any camp: The headquarters or central meeting place and the sleeping quarters. In a camp run on the Andrée plan, the sleeping quarters become housekeeping groups, which should be situated not only at some distance from the headquarters, but from each other, in order that the activities of the groups will not interfere with each other.

Headquarters

Shack. There should be a permament shack with raised flooring, for protection in inclement weather, and if possible, large enough to house the commissary department.

This building may be constructed of logs or slabs. It should be closed at both ends, the sides closed to a height of three feet, a narrow sloping gutter built above this and the opening screened to the roof. These openings will be fitted with canvas curtains, the distance between the uprights or supports, making curtains of a size easily handled. Fasten the curtains on the inside at the top, where they will be rolled and tied when not in use. Button holes on the sides and hooks on the uprights will furnish snug and weatherproof protection when required.

A fireplace at one end of the shack is invaluable and well-nigh indispensable. A loft for storage purposes may be built in, although if the roof is low this is apt to interfere with Scout games.

If the commissary is to be given room in this building, dimensions 14 x 33 will give an assembly room 14 x 24 feet and an extra room 9 x 14.

The shack should be furnished with one large table, book shelves and ten or twelve movable benches. Care must be taken not to use up floor space with unnecessary furniture. The charm and attractiveness of the room will come with decoration of the walls.

Of course, the first thing to be thought of in equipping the camp is the flag, which should be given a home on a small shelf in the shack. Three lanterns with reflectors, three large vases, books and games will complete the shack outfit.

Commissary. The screened openings in the Commissary room should be fitted with outside wooden shutters, hinged at the top, making it possible to build shelving close to the walls and at the same time give perfect ventilation. Furthermore, camp furniture and equipment may be stored in this room with comparative safety during the winter months.

If the Commissary cannot be housed in the shack, a 12 x 12 tent with 4 ft. walls and raised floor, may be used.

Shelving, a large table, an ice chest and one or two chairs will complete the furniture unless a tent is used, in which case a closet of wire screening will be necessary.

Commissary Equipment

2 large bread boxes
2 graduated quart measures
2 large long-handled dippers
1 scales
2 large knives
2 small knives
1 can opener
1 large pronged fork
6 large spoons
1 pail with cover
2 large enamel pitchers
2 small enamel pitchers
1 large billie or pot
2 large long-handled dixies
1 small saucepan
2 large baking pans
1 toaster
4 large trays
1 sugar bowl
1 salt shaker
1 pepper shaker
12 plates
6 small bowls
6 cups
6 knives, forks and spoons
1 dishpan
1 dish mop
1 doz. dish towels
1 doz. roller towels
½ doz. dish cloths
1 broom
2 lanterns
1 bucket
1 mop
1 wire pot cleaner
2 rakes

- 3 large enamel bowls
- 1 large frying pan
- 1 oil stove or fireplace
- 1 large hot water can with tight cover
- 1 coffee pot
- 1 teapot
- 1 hatchet
- 1 hammer
- 1 crosscut saw
- 1 axe
- 1 dustpan and brush
- 1 pair large size scissors
- 1 trash box

Hospital and Medicine Chest. A hospital tent with two beds should be provided, but if this is not possible, the nurse should have a 9 x 12 tent with 3½ ft. walls and 8 ft. center, this giving greater headroom than the usual 9 x 12 tent with 3 ft. walls and 7½ ft. center. There will be ample room in a tent of this size for two beds and the necessary furniture. Furniture will include:

- 2 beds
- 1 rack
- 2 chairs
- 1 small table

and light equipment will include:

- 1 basin
- 6 blankets
- 1 doz. sheets
- 2 pillows
- 1 doz. pillow cases
- 1 lantern
- 1 dustpan and brush
- 1 broom
- 1 mop
- 1 bucket
- 1 vase
- 1 pail with cover
- 1 dipper

A very convenient cabinet or medicine chest can be made by the Scouts, themselves, of a large wooden packing case. Remove one side for use as a door, hinging it to the bottom edge of the opening so that when the door is open, it can be used as a shelf or working table. Build in two or three shelves; paint, first with two coats of dull, then one coat of white enamel paint. The cabinet may be set on one end of the table.

In purchasing the medicine chest supplies, do not fail to make known the purpose for which the purchase is being made, in order to secure the best possible prices. Do not buy too much, as less is usually required than anticipated. The following list will be found very complete and may be replenished as the occasion requires.

- 1 large white enamel basin
- 1 small white basin
- 1 large gray enamel basin
- 1 glass hypodermic syringe for snake bites
- 1 glass irrigating syringe
- 200 cheapest wooden tongue depressors. These are just as satisfactory as the more expensive depressors and can be used for many purposes in first aid.

2 hot water bottles with 2 covers for each
1 ice cap with 2 covers
1 commode
1 enema bag
1 3-qt. white enamel pitcher
1 glass graduate
1 pair surgical scissors
1 pair medium size plain scissors.
1 pair tweezers
1 knife
1 sterno stove
1 dressing forceps
10 yds. gauze. To be cut and folded into 2 x 4 and 4 x 4 inch pads and sterilized.
1 1-lb. roll absorbent cotton
1 doz. 1-inch bandages
6 yds. muslin; 2 yds. to be cut into 4 triangular bandages, the balance torn into 2-inch and 4-inch bandage rolls
200 wooden applicators for swabs, etc.
2 ½-inch rolls adhesive tape
2 1½-inch rolls adhesive tape
It is cheaper to buy the wide adhesive tape and divide it, but adhesive once exposed to the air loses its efficiency
2 oz. iodine
2 oz. zinc oxide
½ lb. vaseline
4 oz. bicarbonate soda
6 oz. ammonia
4 oz. Epsom Salts
1 pt. alcohol
1 pt. castor oil
1 doz. aromatic spirits ammonia
1 doz. hand towels
Rubber sheeting for both beds
25 yds. cheesecloth for cleaning

The pads and bandages should be cut, rolled and sterilized before camp opens. Glass jars or wide mouth bottles with tight covers can be used for sterilization purposes and the bandages kept in them for future use.

Living Quarters

Quarters for Camp Chief. There will probably be two officers in charge of the camp. A 12 x 12 tent will furnish office and sleeping quarters for them and should be placed not far from the shack. Furniture for this tent will include:

2 cots
4 blankets
3 chairs
1 desk
2 racks
1 lantern
2 basins
1 vase

Quarters for Each Unit. The units should be located at some distance from the central meeting place. The groups, themselves, should be well separated and so placed that Scouts of one unit will not be compelled to pass through another unit on their way to and from headquarters.

The number of tents in each unit will depend upon the

number of girls assigned to each unit. It has been found that ten Scouts can admirably handle the housekeeping program in an encampment. Five girls can be very comfortably accommodated in a 12 x 14 tent, and room made for six girls if necessary, although this is not advisable where the Scouts are in camp for long periods of time.

A 7 x 9 tent with 3½ ft. walls and 8 ft. center should be provided for the counsellors or officers in charge of the unit.

All tents should have floors, raised sufficiently for good ventilation and cleanliness. If floors are not to be had, the tent should be equipped with sod cloths and proper drainage arranged for. Never use carpets or other floor covering. The bare ground is more easily kept clean, dry and free from insects.

A fly should be stretched over the space in front of the fireplace but care must be used not to interfere with the draft.

Furniture for Each Unit

- 1 cot for each girl
- 2 racks with one shelf for each girl
- 4 stools
- 1 cot for officer
- 1 rack for officer
- 1 chair
- 1 dining table
- 1 small table near fireplace
- 4 large benches
- 1 large packing case with hinged top for dry foods and dishes
- 1 tin ice box for cache

No camp should be without a number of chairs with backs. Officers in camp for the entire season, particularly need these and it is suggested that each officer's tent be supplied with one.

Small Equipment for Each Unit

- 1 small size Red Cross First Aid
- 2 blankets for each cot
- 1 hand basin for each camper
- 1 plate (enamel) for each camper
- 1 bowl (enamel) for each camper
- 1 cup (enamel) for each camper
- 1 knife, fork and spoon
- 3 large enamel plates
- 1 sugar bowl
- 1 butter crock with lid
- 1 salt shaker
- 1 pepper shaker
- 1 can-opener
- 1 colander
- 1 toaster
- 1 hot water can with tight cover
- 3 cans with covers for incinerator
- 1 large double boiler
- 2 large long-handled dixies
- 1 heavy baking pan
- 1 large frying pan
- 1 Dutch oven, if possible
- Lids to fit all pans
- 1 large dishpan
- 1 doz. towels
- 2 dish cloths

PLATE 21.—A dining room, with half open wall space. Tables seat a basic unit of eight campers and one leader each. Note the type of table with fixed benches, and that of the other with chairs. Tables made of matched lumber are insanitary.

PLATE 22.—Dining room and kitchen in a Boy Scout Club House. Dining hall and recreation hall combined, with dining space in one end. Note the oilcloth-covered tables, designed to seat one patrol, and the use of separate benches. Food served cafeteria style.

1 vase
1 large pitcher
1 water pail with lid
1 dipper
3 large spoons
1 large pronged fork
3 knives, different sizes
1 large coffee pot for cocoa
1 milk can with lid
1 enamel soup ladle
1 pancake turner
2 enamel mixing bowls
1 dish mop
1 wire pot cleaner
1 large broom
1 flat iron
1 axe
1 hatchet
1 bucksaw
1 pail
1 mop
1 dustpan
1 lantern

All utensils should be either aluminum or enamel ware. Never use tin.

Cache. A cache, in which things to be kept cool may be stored, should be placed in the shade near the fireplace. Dig hole in the ground, large enough for the tin ice box, leaving space for ventilation around the box. The excavation should be lined with rocks or cemented. If cemented, leave the floor unsealed for drainage. Even without ice, this arrangement will be quite cool.

Fireplaces. Rock fireplaces with sheet iron tops should be used in this plan of camping, to idealize the out-of-door experience. These may be pretentiously built, as outlined in the *American Girl,* or a rough open fireplace fashioned by the Scouts.

Incinerator. Dishwater, not previously boiled, should never be thrown around camp. If no regular drainage has been arranged for, either the Maltese Cross should be used and burned out with kerosene frequently, or better still, boil the dishwater in a large pail. Through this method, much of the water will evaporate, and after it has boiled vigorously it can be scattered in the woods without fear of drawing flies. (*See chapter on Camp Sanitation.*)

Latrine. For each ten persons in camp, a latrine of the following dimensions should be built: A trench 8 ft. deep, 1½ ft. wide, and 4 ft. long.

The latrine should be supplied with a box of lime and small shovel. After each rain, it should be burned out with kerosene.

Water-front Protection. Every possible precaution should be taken to protect the waterfront. The first essential is an adult swimmer in charge and always on hand during swimming periods. Life lines and life preservers, at least two of each, should be hung in a conspicuous and convenient place. A shallow space must be roped off for those who should not

venture far, or a crib built in deep water. If the body of water is large, a restricted swimming area should be roped off, or the Buddy plan of swimming used, and a rowboat manned by an adult or older Scout who swims.

In camps organized upon the plan presented above, the total number of campers is divided into housekeeping groups of from ten to fifteen campers, plus their counsellors. The basic unit group may be smaller or it may be slightly larger than the above minimum and maximum numbers. For living purposes each unit is practically a separate camp within a camp. The plan has much to commend it as a method of breaking up the large mass camp, thus giving each camper more opportunity to practice genuine camp craft.

STANDARD EQUIPMENT FOR A FRESH AIR CAMP

One Hundred Persons—Adults, Small Children, Boys and Girls

Recommended by the Committee on Camp Location and Equipment, Association of Neighborhood Workers, Toronto, Canada

1. Structural Equipment

a. Main Building. Should include kitchen (20 ft. by 20 ft. or equivalent); dining room (to accommodate 4 tables 20 ft. long); pantry with shelf space for dishes, if possible to be used also as serving pantry; storeroom (to hold at least one month's supplies); cool basement or good-sized refrigerator (best if built into ice-house); shed for fuel, gardening tools, etc. (which may be detached from house); linen room; office; sleeping accommodation for kitchen staff and some workers.

b. Sleeping Accommodation. May be either *tents* or *huts.* Tents 14′ x 14′ will accommodate 6 cots when necessary, though it is usually advisable to limit the number to 4 or 5. They should be green or khaki in color, on account of the glare of light. Flies will provide additional protection from both heat and rain. The tents should be well floored while scantling frames make them more secure, and more easily erected, also reducing the danger from extended ropes.

We recommend at least one hut near the main house for the nurse and her outfit, with accommodation for temporary isolation.

c. Recreation Building. No camp can be run smoothly without some adequate recreation space provided for cold and

stormy weather. For parties of 100 this should be at least 40′ x 60′ and should be safe and durable to allow unsupervised play. Of utmost importance with the space allowance is the provision of a stove or open fireplace, both for comfort in cool and rainy weather, and for the drying of damp clothes, especially with parties of mothers and little children. The open fire is preferable, as it allows not only the necessary warmth, but creates an atmosphere of cosiness and friendliness that is invaluable.

A barn might easily be adapted for this purpose, but it is not possible to use the dining room.

d. Alternative Housing Plan for Service and Sleeping Facilities. A large house or pavilion allowing not only for the requirements of a main house as listed above, but also sleeping accommodation for all. It is still advisable to have the recreation building separate.

With this, as with the huts, there is the advantage of adequate screening. It is cooler than tents in the heat of the day, and more dry and more secure in stormy weather. Its disadvantages would, however, seem to outweigh these considerations, for it is far noisier, less private (requiring therefore more supervision) and allows the worker in charge no relief from constant strain, unless there are limited hours for the use of rooms, which is a practice not to be modified by the plan of building, but cannot be entirely overcome.

The bedrooms should accommodate only the number of cots usually found in a tent or hut.

2. Service Equipment

a. Beds and Bedding. One hundred beds should be allowed for the party, and sufficient more to accommodate the kitchen help and workers. These should be folding iron cots (wood is cheaper but not sanitary) and as high as can be obtained to relieve back-strain in making. (Large clothes baskets are safe and suitable for babies' cribs.) An equal number of mattresses will be required the first year, allowing for the burning of probably twelve of these at the end of the season. Many people recommend the use of straw mattresses for sanitary reasons, but we recommend the ordinary mattresses with water-proof sheeting (white oilcloth being used for other purposes around the camp, there is always a certain margin cut off the full width which will be available).

With pillows, one-quarter again as many must be allowed for the number of beds, and extra for baby baskets.

Three thicknesses of blankets should be allowed to each bed,

or two, with a quilt. Grey blankets are preferable, except for workers.

We recommend five sheets to a bed, to allow a change of linen, and some extra for emergencies.

Pillow-slips should be allowed for a change and emergencies as well. One small bath towel should be allowed to each person, with a change and enough for extras.

NOTE. Workers' beds, mattresses, pillows, blankets and towels should be kept separate from the remainder. If the blankets are white, and the towels of a different pattern, there is less difficulty in doing so.

b. Further Tent or Bedroom Equipment. To each tent, hut, or bedroom should be allowed one granite basin, pitcher, covered pail and cup; one soap-dish; one mirror (all these preferably white).

Furniture (such as dressing-table, wash-stand, etc.) will depend in part upon financial support, but there should be allowed, at least, one box wash-stand and wooden shelf (these to be covered with white oilcloth); one stool or chair. While this may be considered a minimum for each bedroom, it is all that is essential, and in a tent all there is room for, or that is desirable.

c. Lighting. Where Hydro is at all available, we would strongly recommend that it be installed, even at considerable expense at the outset, on account of safety. Failing this, candle lanterns,—but never coal oil,—may be used in sleeping rooms. In kitchen and dining room something brighter will be required, and provision may be made for greater safety in the use of lamps.

d. Dining Room. Four tables, twenty feet long, covered with white oilcloth. Trestle tables are generally cheaper, and more easily stored in winter.

One hundred chairs,—also some high chairs for the youngest children.

A few side tables are an added convenience.

e. Dishes and Cutlery. Each person should be allowed one dinner plate, one soup plate, one tea plate, one side plate, one cup and saucer, one knife and fork, dessert spoon and teaspoon. This should be multiplied by 120 (including staff) to allow loss and breakage.

Three sugar bowls, milk jugs, salts and peppers, and at least one flower vase, should be allowed to each table.

NOTE. A workers' table is required either in the same room or (preferably) elsewhere. This will require the same equipment per person, plus facilities for serving at table.

f. Rest and Recreation. For mothers' parties rockers and arm chairs should be placed in recreation room, and under shady trees. A few hammocks are also much appreciated.

If a corner of the veranda is available for a worker's living room, it should have a couch, rockers and table.

Some musical instrument is almost a necessity. A folding organ will be very useful if there is nothing better. A gramophone is a great source of pleasure and a help in entertainment.

Whatever games and books are available will soon prove their value for indoor recreation. Outdoor games required will depend upon the sports program. (Books may also be loaned to campers to take to their own rooms.) Dolls and toys will also help, as will sand-pile and swings.

g. Office Equipment—to suit simple needs—must not be overlooked.

h. Clothing. Bathing suits (especially for women) are very important. Overalls and jerseys for boys, bloomers and middies for girls, and rompers for the littles ones are not essential under the ordinary circumstances, but may be of great value. Night apparel is also often required to supplement scanty wardrobes.

i. Kitchen Equipment

Large 8- or 6-holed stove, double oven.
Two kitchen tables.
Kitchen stools.
Galvanized water tanks (filled from well by force pump).
Sink with draining boards.
Towel rack.
Refrigerator—as large and as good a one as finances will permit,—lined with enamel and with wire shelves.
Shelves and cupboards built in.

Kitchen Utensils

3 kettles—largest size
6 large saucepans, straight ones with handles on two sides.
2 double boilers,—about two gallons
1 double boiler,—5 gallons,—copper bottom
4 small saucepans
5 large white granite trays, about 1" high, for baking
3 large black trays
12 pie plates
12 cake tins
3 enamel pudding dishes—32"
1 meat grinder
1 potato masher
1 bread cutter
6 covered crocks (varying sizes)
4 wooden pails, for mixing
6 crockery bowls
2 enamel bowls
1 coffee pot, 3 qts. for workers
3 large granite tea pots
3 lemon squeezers
1 funnel
1 baking board
1 rolling pin
1 flour sifter

2 large roasting pans with strappings
2 frying pans, heavy iron
1 griddle, largest size, oblong shape
1 large hotel strainer, cone shaped
2 small strainers for gravy
1 large sized colander
2 soup ladles
3 dippers, 1 large
3 butcher knives
1 steel
4 large wooden spoons
4 large re-tinned spoons
2 toasting forks
1 large meat fork
2 pancake turners
2 sets of skewers
2 meat ladles, perforated
2 spatulas
1 toaster (for workers)
1 china salt box
1 salt shaker
1 pepper shaker
1 flour dredge
2 can openers
1 large chopping bowl
1 meat chopper, double blades
3 scoops
1 large flour tin, to hold 1 bag
1 pint measure
1 quart measure
1 measuring cup
2 pokers
1 ice tongs
1 ice crusher
1 trowel
3 paint brushes
3 covered garbage pails
1 spade
1 rake
2 hard brooms
2 dust pans
2 scrubbing brushes
2 scrubbing pails
1 doz. string dish cloths
5 doz. dish towels
4 large dish pans
2 soap shakers
2 pot scrapers
2 vegetable brushes
1 case yellow soap
soda—local dealer
Dutch cleanser, or equivalent
steel wool
fuel—2 coal scuttles

Miscellaneous

Express cart
Wheelbarrow
Gardening tools
Screwdriver
Axe
Hatchet
Saws
Lanterns
Lamps (if used for lighting)
Coal oil can and filler, extra lamp wick
Wash tubs and boards
Ice cream freezer
Large hand bell
Rat and mouse traps
Broom and dustpans
Flag, ropes and pulleys
Scrub brushes and pails
Wire screening
Nails, tacks, extra springs and catches for doors
Clothes hooks
Fly swatters
Paper napkins
Wrapping paper
Shelf paper
Toilet paper
Wax paper
Paper bags
Balls of cord and twine
Combs and fine combs
Pins and safety pins
Shoe laces
Mending basket with needles, scissors, thread, buttons, etc.

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CHAPTER V

CAMP COMMITTEE ORGANIZATION AND DUTIES

This chapter treats of organization activities between the time the equipment of the camp is completed and the actual opening of the camp. The selection of a site, planning and construction and equipment of the camp, presupposes an organization of some kind. Hence the administrative authority responsible for these various steps as well as for the activities treated in this chapter will have been created before even the selection of the site.

In the development of a private camp all these steps will have been taken under the sole authority and direction of the promoter or promoters of the camp.

In the case of a fresh air, boys' club, church, Y. M. C. A., Y. W. C. A., Girl Scout, Camp Fire Girl, Boy Scout, industrial, school, college, agricultural or municipal camp, and practically every other form of an organization camp, there is in existence a permanent organization which undertakes camping as simply one phase of a larger program. The governing authority of such organizations is usually vested in a board of directors, a committee, a council or a commission. Having arrived at a decision to establish and conduct a camp, the governing authority would probably appoint a committee, generally known as the Camp Committee, which would take the necessary steps to establish and operate the camp.

The membership of the committee might be drawn from the membership of the governing board of the parent organization, or partly from this source and partly from the supporters of the given organization, or it might include some expert person or persons outside of the organization membership whose special qualifications would fit them for service upon the camp committee. Certainly it

would be most valuable to have on the committee a physician (who is a sanitary expert), an architect (if there is much building to be done), a surveying engineer, some one acquainted with the selection, purchase, care, preparation and transportation of foods, and some one acquainted with methods of general transportation.

The executive secretary of the parent organization should be an ex-officio member of the camp committee. In many instances he will have to do most of the actual work and also often act as the director of the camp.

The importance of the camp committee cannot be overemphasized. The committee represents the community service idea and ideal in camping. If camping is to be placed within the reach of the majority of the people of the United States it will have to be developed as a great community movement just as our public school system, public recreation, public libraries and other developmental agencies have been organized and supported. While there will always be a place, no doubt, for the private camp conducted partly for profit, camping as a great community movement must be developed without any thought of immediate gain in terms of dollars and cents. To make this possible requires that a larger and larger number of the citizens of the several communities of the nation become actively interested in the movement. Active personal service on camp committees by more and more citizens is a step in the direction of the realization of camping as a community movement.

It should be definitely established as a fundamental principle in non-commercial camp organization that there shall always be a responsible body of adult citizens actively in charge of every camp.

Private camp directors recognize this principle indirectly by having lists of sponsors who may vouch for their camps.

The principle is generally recognized and practiced by organizations promoting and conducting all types of camps of a non-commercial nature.[1] But there is still a great

[1] See "Community Boy Leadership," Boy Scouts of America, Chapter XVII, pages 409–412, for presentation of committee organization and duties.

deal of camping of a community nature that is not actively backed and supported by an organized body of citizens. There are still too many executives left to carry the responsibility even when there are camp committees. There is still much need of educating men and women as to the extraordinary possibilities of service in the camping movement.

DUTIES OF THE CAMP COMMITTEE

In general some of the major duties of a camp committee would be as follows:

1. Collection of Information. If the camping project is an entirely new one for the organization, the committee should try to find out the experiences of other organizations in conducting camps similar to that which is to be undertaken.

2. Finance. From the very beginning there should be a careful counting of the financial outlay. A budget should be prepared. Steps will have to be taken to procure the necessary funds to meet the expected cost. No camp should be undertaken unless means for financing it are well in hand.

3. Selection of a Director. It would be well if the committee selected as a director or an executive officer, at the outset of their work, some person experienced in camp development and organization. Such an officer, in the beginning at least, might be the executive officer of the general organization. Through all the preliminary work of selection of camp site, planning and equipment of the camp, and performing the multitude of things to be done a few weeks previous to opening of the camp, the executive officer or director would, of course, have to attend to most of the actual details of the work. (See chapter on *Leadership* for qualities and qualifications of a director.)

4. Selection of the camp site and making the necessary lease or rental or purchase contracts. (See chapter on *Selection of Camp Site,* for factors to be considered.)

5. Planning the camp site. The committee should, in planning the site, arrange for the services of such experts as are deemed necessary to secure the best possible plans.

PLATE 23.—The kitchen in a Disabled Veterans' camp.

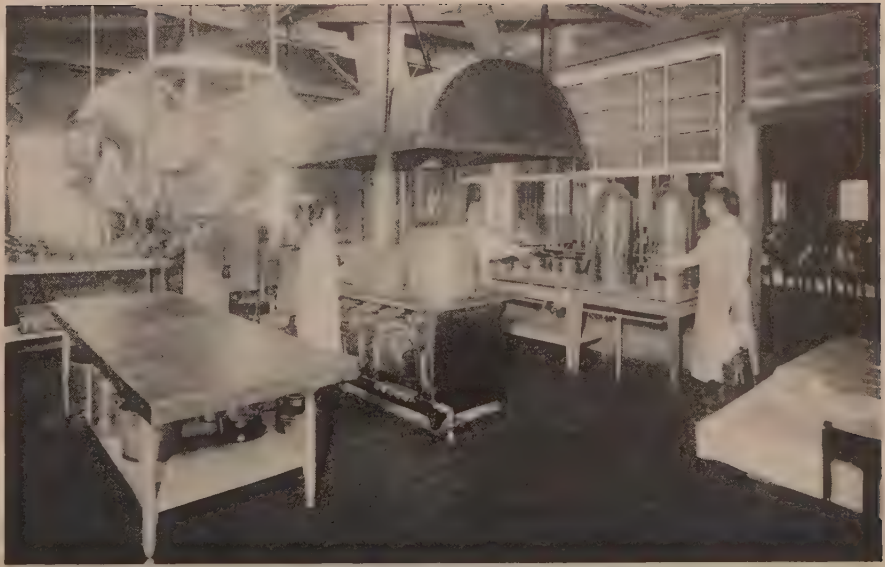


PLATE 24.—A kitchen in a fresh air camp. A most complete and modern equipment.

(See chapter on *Camp Site Planning* for suggestions and instructions.)

6. Building and equipping the camp. (See chapter on *Equipment* for detailed principles, instructions and examples of equipment.)

7. Planning an educational campaign in the community. This may take the form of addresses before different organizations in the community, newspaper articles, personal work among the members of the organization, and the issuance of printed or mimeographed bulletins or announcements and printed pamphlets or booklets for general distribution. Placards may also be used.

8. Making all necessary arrangements for transportation of campers to and from camp, together with baggage.

9. Making all necessary arrangements for purchase and transportation of supplies.

10. Drawing up regulations governing admission to camp, fees to be charged, time division for different groups in camp, kinds of equipment to be brought by campers, general policies and rules for the organization and governance of the camp, and drafting and sending letters of instruction to parents and campers.

11. With the advice of the executive officer or director, employing the necessary staff and determining the rate of compensation to be allowed.

12. Visiting the camp as frequently as possible.

13. Keeping the home community informed of the progress of the camp through the newspapers and addresses, personal contacts and other possible means of communication. The camp committee should keep the director informed of any complaints that may not have come to his attention.

14. Securing interest and cooperation of the community in which the camp is conducted.

15. Arranging for the care of the camp property during the non-camping season.

16. Studying plans for keeping camp open during the winter months and carrying out such plans if they appear feasible.

17. Cooperating with other camp committees in the community in arranging community conferences upon camping

during the winter season for the purpose of exchanging experiences and discussing camp problems.

18. Conducting either independently or in cooperation with other camp committees, if there are any, a training school for camp directors, assistants and counsellors, during the winter season. See chapter on *Training of Camp Leaders* for outlines of courses.)

Detailed Consideration of Some of These Duties

Collection of Information. Some of the sources of information upon camps and camping within possible reach of camp directors are:

1. Books in the public library. If there are none, see to it that the librarian procures a selected list of such books. (See bibliographies for references.)

2. Correspondence with camping departments of national organizations such as:

a. Boy Scouts of America, 200 Fifth Avenue, New York City.

b. Camp Fire Girls, 31 East Seventeenth Street, New York City.

c. Girl Scouts, 189 Lexington Avenue, New York City.

d. National Committee, Y. W. C. A., 600 Lexington Avenue, New York City.

e. Boys' Work Department, International Committee, Y. M. C. A., 347 Madison Avenue, New York City.

f. Woodcraft League, 370 Seventh Avenue, New York City.

g. Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

h. National Camp Directors Association, Dr. Eugene H. Lehman, Highland Manor, Tarrytown-on-Hudson, N. Y.

All these organizations can furnish information on practically every phase of organized camping and will gladly do so.

3. Special sources of information. Other sources of information of a specialized nature are:

a. United States Public Health Service, Washington, D. C.,—on hygiene, sanitation, first aid.

b. Division of Home Economics, United States Department of Agriculture, Washington, D. C.,—for information upon diet, nutrition and camp menus.

c. American Red Cross, Washington, D. C.,—for information upon first aid, swimming and life saving standards.

d. Bureau of Forestry, United States Department of Agriculture, Washington, D. C., or local district foresters or head foresters of individual national forests for available camp sites in the national forests. The foresters can also give valuable aid upon camp layout, hygiene and sanitation, nature study, sources of building supplies, roads and trails, presence of dangerous reptiles and annoying insects, etc.

e. National Park Service, United States Department of the Interior, Washington, D. C.,—for information concerning camp sites in national parks.

f. State health departments can provide rules and regulations and standards upon camp hygiene and sanitation, inspect camps, analyze water and milk, test cows and inspect dairies. Some state health departments have fixed standards by which camps in the state are graded as A, B, C and D camps. Such standards can be secured from the State Health Department of Maine, Augusta, Maine.

g. A similar sanitary service may be secured through the local city or county health departments.

h. State forestry or state conservation commissions or departments can give valuable advice as to available camp sites in state forests and parks, and provide rules and regulations governing sanitation of camps. In a few cases the governing authorities of these state properties will build and equip camps and even provide cooked food to camps upon a cost basis. The outstanding example of this kind of complete service is the Palisades Interstate Park Commission, Iona Island, New York. To a more limited extent, equipment service is rendered by the Allegany State Park Commission, Allegany State Park, New York.

i. State, county or city engineer's office may provide help in planning and laying out of camp sites.

4. Employment of director and counsellors. Aid in securing directors and counsellors may be gotten through:

a. Personnel Division, Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

b. National Association of Directors of Girls' Camps, Directors' and Counsellors' Service, 52 Chauncy Street, Boston, Mass. A small charge is made for securing counsellors. (*See page 621.*)

c. Employment secretaries of universities and colleges.

Educational Publicity

The usual methods of informing the public of the opportunities for camping whether carried on under private auspices or through community organizations are:

1. *Booklets.* These are used chiefly by private camps. They are generally very attractively printed and profusely illustrated. The descriptive material gives an account of the location of the camp, description of the facilities and opportunities for different kinds of activities, daily program, account of the staff, transportation directions, fees, what campers are required to bring, rules, registration blank, etc.

2. *Printed leaflets,* usually four- to eight-page folders. This type of publicity is used principally by camp committees controlling community organization camps. They contain much the same information as that of the large booklets of the private camps but greatly condensed and without so many pictures.

3. *Advertisements.* These are used almost exclusively by private camps although a few community camps occasionally use advertisements in the local papers.

4. *Placards or posters.* These are used almost exclusively by community organization camps. A few private camps also use this means of publicity.

5. *Newspaper articles.* This method of publicity is largely used by community organization camp committees. Items concerning local camps have news value to local papers and as a general rule the local editors are interested in promoting the movement.

6. *Show window exhibits.* Miniature camp displays and models of equipment and buildings are effective means of advertising the camp.

7. *Public addresses.* This is one of the most effective ways of getting the organized groups in a community interested in and actively backing community camping projects. It is used almost exclusively by community organization camp committees and directors. Some private camp directors make trips during the non-camping season to the cities from which their campers come, meet with the campers and their parents and give addresses concerning their camps.

8. *Moving picture houses.* Proprietors of movie houses are usually willing to cooperate with a local camp committee by showing slides advertising the camp and occasionally a film can be procured showing camps in operation.

9. *Personal contacts.* Actively interested members of camp committees will, in season and out of season, talk camp to their friends and acquaintances. While this is a most effective manner of creating interest in others it is necessarily quite limited as to numbers reached.

10. *Organization of excursions to camp.* This method of publicity, while disorganizing to camp routine, is in community organization camps a very effective means of securing and holding the interest of prominent and influential people of the community.

11. *Organization of association of campers.* By the nature of such organization as the Boy Scouts, Camp Fire Girls, Girl Scouts, Y. M. C. A., Y. W. C. A. and other well-organized groups, this association of campers is continued in the community. Municipal and industrial camp committees have found it valuable to encourage the formation of camp organizations of adults, especially parents, who have been to camp. This keeps alive the spirit of the camp and spreads the gospel of camping. Private camp directors encourage meetings of campers in their home communities, when the number in any given community is sufficient to make such meetings interesting. Some directors of community camps make a practice of calling personally upon campers and their parents during the non-camping season.

12. *Education through Savings Clubs.* In some com-

munities camp committees have promoted camp savings funds, especially among young people. This is done during the non-camping season and serves to keep the idea and camp plans before large numbers of people who otherwise would perhaps not give it a thought until time to go camping came around. The Recreation Department, Oakland, California, in cooperation with a banking institution, issues very attractive camp savings banks. Any one in the city can procure one of these banks and begin saving for his next summer's camp outing.

Medical Examination Requirements

A certificate of freedom from disease and from contact with infectious and contagious diseases is now almost universally required for admission to camps for boys and girls and to fresh air camps admitting little children and mothers. Most adult camps do not appear to make any special requirement concerning this. The camp committees must decide upon what standards shall be followed.

Examples of standards adopted by some camping organizations, together with sample forms for medical and physical examination, follow.

Fresh Air Camps

Recommendations of the Committee upon Health and Sanitation of the Association of Neighborhood Workers of Toronto, Canada:

1. "That all persons taken to camp may be medically examined at some time within a week of their leaving the city, the examination to consist of:

a. Examination for the discovery of infectious diseases, skin diseases, and infected heads.

b. General physical condition of the child so that advice re special care may be given. The examination should include the taking of swabs.

2. That a uniform card be used by all clubs or organizations to be filled in at the time of medical examination, such card to include the name, address and age of the applicant, the party with which he is going, and the medical recommendation of the examiner.

3. That all campers be urged to take a bath before going and that where possible, clean clothing be provided for the children when they reach the camp."

Standard adopted by the Community Council of St. Louis, Missouri (1922):

"To prevent any chance of spreading infectious and contagious diseases to other children and to give all agencies interested the chance to have corrected all physical defects, to insure for the child every chance for good health during and after camp period, it is recommended that not longer than one week before intended visit to camp all children shall have a physical examination.

The Community Council provides centers of examination where at stated days of the week and certain hours of those days physicians will be in attendance to examine all children going to camps conducted by various organizations. The centers are kept open from about the middle of June through the summer."

Girl Scout Camps

Report and recommendations to the National Committee on Girl Scout Camps, January, 1923. Required standards.

"Individual health examination—a certificate signed by home physician showing condition of heart, lungs and general health to be presented by each camper upon arrival in camp."

Y. M. C. A. Camps

Instructions issued by the committee of one of the leading Y. M. C. A. state camps, read:

"In the interest of the health of the entire camp, parents are cautioned not to send a boy, who during twenty-one days before coming to camp has had or been exposed to mumps, chicken pox, scarlet fever, diphtheria, pink eye, ring worm, whooping cough or measles or any other disease or infection that may be communicated to others."

Boy Scouts of America

Graded requirements for Boy Scout camps:

"Health examination including weight and physical measurements, condition of lungs, blood pressure, hernia

Examination Blank Used by Community Council of St. Louis, Mo.

Name of Agency sending candidate.....

PHYSICAL EXAMINATION OF CANDIDATE FOR OUTING

Surname Given Name Sex Date of Birth Nationality

.....

Address Father's Name Nationality Mother's Name Nationality

.....

AGENCY FILL IN ABOVE INFORMATION AND DO NOT WRITE BELOW THIS LINE

PHYSICIAN'S REPORT—UNDERLINE FINDINGS

General Condition of Child: Thin Plump Fat Rosy Pale Hard Flabby

Height.....inches Weight.....pounds.....ounces

Normal Sound Normal Adenoids

Ears: Discharging Teeth: Carious Tonsils: Diseased Other nasal obstruction

TRUSS WORN

Hernia: Yes No

Conditions which should exclude the candidate from camp

(If found, underline)

1. SKIN
   - Pediculi
   - Scabies
   - Ringworm
   - Impetigo

2. EYE
   - Ophthalmia (including pink eye)
   - Trachoma

3. OPEN TUBERCULOSIS

4. EXANTHEMATA

5. DIPHTHERIA

6. FOLLICULAR TONSILITIS

7. BRONCHITIS

8. COLD

9. If there is a history in the family of venereal disease, or if the physician suspects its existence, an examination should be made, *but only in the presence of the parent.*

Name of Examining Center.....

Address.....Date of examination.....

Name of Examining Physician.....

and exposure to contagious diseases" required before entrance to camp.

NATIONAL GIRL SCOUT CAMP.

Girl Scout Health Certificate

A. PRELIMINARY PHYSICAL EXAMINATION: Every Scout who wishes to register for camp must present the following certificate before she will be accepted. This should be made out by a physician who knows her, and may be made any time within three months of the date she enters camp. Its object is to safeguard the health of the Scout and the other campers, and to make possible the best use of camp life for her, with due regards to her needs in diet, rest and exercise.

B. FINAL INSPECTION: On entering camp she must present an additional certificate made out within three days, showing that she is free from symptoms of contagious disease, that she has been vaccinated, and that her head is clean. The form for the certificate will be sent after she is registered.

A. GENERAL PHYSICAL EXAMINATION. Date _____

1. Nutrition: Excellent_____ Good_____ Fair_____ Poor_____ Very poor _____

Height_____ins. Weight_____lbs. Relation to standard_____

Anemia, tested by_____ Method _____Per Cent Haemoglobin

2. Menstruation. Established_____Disturbances _____

3. Heart. Sounds_____ Rhythm_____Any disturbance _____

4. Blood Pressure. Systolic_____ Diastolic_____ Compensation_____

5. Lungs _____

6. Eyes_____ R_____ L_____Glasses Worn: _____Advised: _____

7. Teeth _____ 8. Ears _____

9. Skeletal; Spine_____Feet _____

10. General Nervous System_____

11. Muscles _____ 12. Digestion & Elimination_____

Recommendations In Regard To:

1. Diet _____

2. Rest _____

3. Exercise: None_____ Moderate_____ Heavy_____

Special: (Can) (Cannot) Walk _____ Swim_____ Dive_____ Run_____ Jump_____ Climb_____

4. General Camp Life_____

5. Additional Notes_____

Signature of Examiner_____

Address _____

NATIONAL GIRL SCOUT CAMP,

Girl Scout Health Certificate

B. FINAL INSPECTION: The following certificate must be filled out within three days of the date the Scout enters camp. No girl will be admitted without this.

I have this day _____, 19____, personally examined

(Name) _____ (age) _____ yrs.

(address) _____

and find her to be free from any symptoms of contagious disease.

Vaccination date _____ Pediculosis _____

Skin eruptions _____

Nose _____ Throat _____ Temperature _____ Heart _____

General Comment _____

_____

_____

Signature of Examiner _____

Address _____

Certificate Required for Boy Scout Camp

This is to certify that.....
has been examined for Boy Scout Camp.
Physical findings: Height..... Weight.....
Heart..... Lungs..... Teeth.....
General Health.....
.....
Note.....
.....
.....M.D.

National Requirement: That each Boy Scout have health inspection at least once each week by a regularly licensed physician to detect any symptoms of communicable diseases.

Doctor's Certificate—Boy Scout Camp

I hereby certify that I have examined Scout.....
Address..... Troop No.....
and found nothing that should prevent him from attending summer camp.

.....M.D.

(*Original card, size:* 5¾" x 5¾", *attached to application card, also* 5¾" x 5¾".)

Certificate for Camp Fire Girls' Camp

Physicians Certificate for

Name .....

Address.....

Father's or Mother's Signature.....Home Phone.....

Business Address.....Bus. Phone.....

Height.....Weight.....

1. Is there any evidence of any skin disease? If so what and where?.....
2. Is there any discharge from either ear?.....Any history of Otitis Media?.....
3. Is there any evidence in history of chronic infection of nose or throat?.....
   If so what?.....
4. Heart rate?..... Any murmur?..... Is there any evidence of functional disturbance of heart?.....
5. Menses regular?..... Are there any menstrual irregularities requiring special attention?.....
6. What precaution if any should be observed in an active camp life?.....
7. Remarks:-

Name of Examining Physician.....

Address.....Telephone No.....

This card is not to be returned to the applicant but is to be mailed by the physician to the office of the Girls' Council in the attached envelope

Reply to every question is required.

(*Original size:* 6½" x 4¾")

PLATE 25.—Illustrating a Nature Museum brought outdoors under a tree. Camp Fire Girls' camp.

PLATE 26.—1.—Type of boat house combining a library-reading room, nature laboratory, file room and long veranda. Note also the boat dock. Y. M. C. A. camp.
2.—Storage boat house in a large Y. M. C. A. camp.
3.—Type of boat house built over the water, second story used for sleeping. Cooperative family camp.

Certificate for Settlement Camp

SURNAME..... FIRST NAME.....
ADDRESS.....AGE.....
Temperature (P. M. if possible)
Hair (Pediculosis)..... Heart.....
Skin..... Lungs.....
Throat..... Surgical Defects.....
Glands..... .....
Eyes (Conjunctiva)..... Height.....
Ears (Otitis)..... Weight.....
Nutrition.....
Remarks:
Date.....
Signature of Physician.....

NOTE—No child will be admitted to Camp without this certificate properly filled out and signed.

(*Original size:* 6″ x 4″)

Agricultural Junior Club Camps Physical Examination Card

Date.....192.. .....School
.....Name
.....Sex .....Height .....Age .....Weight
.....Parent or Guardian
.....Address
General Physical Appearance.....
Eyes.....
Teeth.....
Hearing.....
Chest.....
Throat and Nose.....
Remarks.....
.....
.....
.....
.....
.....Examiner

(*Original size:* 8″ x 6″)

Medical Card, Fresh Air Camp

CAMP

Name .....

Address .....

Date of Arrival	Date of Departure .....
General Appearance	General Appearance .....
Weight	Weight .....
Height	Height .....
Skin	Skin .....
Eyes	Eyes .....
Ears	Ears .....
Nose	Nose .....
Throat	Throat .....
Teeth	Teeth .....
Lungs	Lungs .....
Heart	Heart .....
Remarks	Remarks .....

Camp Director

Examined by ..... **M. D.**

Medical Card, Private Camp for Girls

Name..... Age.....
Height..... When Vaccinated.....
Condition of Heart..... Lungs.....
Eyes..... Nose.....
Ears..... Throat.....
Teeth..... Feet.....
Appendix..... Physical Defects.....
Menstruation {Regular..... Constipation.....
{Normal.....
State contagious diseases (recent or past).....
Recent exposure to contagious disease.....
State serious illness (recent or past).....
Any idiosyncrasy to certain medicines.....
If so, what.....

(Reverse side of card)

Has she had typhoid inoculation (what year).....
Subject to frequent recurrence of disturbance of any nature....
Any special attention required.....
Is she bringing any medicine with her, and for what purpose ...
.....
Is she subject to colds and tonsilitis.....
Any restriction to activities.....
Remarks:.....
.....
.....
.....

Signature of Family Physician.

(*Size of card:* 3½" x 6")

Application for Admission

Practically all types of camps have some form of application for admission which the camper is required to fill out and file with the camp committee or the executive officer. It is usual to require the deposit of a camp registration fee or a certain percentage of the total camp fee at the time of presentation of the registration blank. In the case of boys' and girls' camps the signature of the parent is invariably requested and sometimes the registration card carries a space for the report of the medical examination. In order also that there be no misunder-

standing the registration card often carries a statement of the fees charged at the camp, and a pledge that the camper will abide by the rules of the camp. Examples of application blanks used in various types of camps follow:

Application for Admission to Camp Fire Girls' Camp

I.....

Address.....

Hereby make application for entrance of my daughter

Miss..... Age.....

to Camp Fire Girls' Camp, located at .....

for a period of.....weeks from.....

1923 to.....1923, and agree to pay for her as follows:

Registration fee of $1.00 to accompany this application. Girls may enter for all or part of the season, which is from July 2nd to August 28th. August 28th to September 3rd, Mother's week. No application for less than one week, balance $5.00 for the first week is payable on entering Camp. Board for each additional week is $6.00, payable in advance. Each article of clothing, etc., taken to Camp must be plainly marked with owner's full name. The Camp or its management will not be responsible for any loss or damage sustained by the Campers.

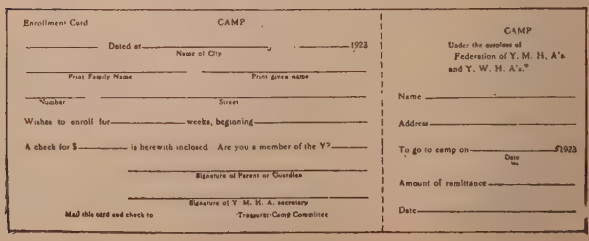
Draw checks to the order of Camp Fire Girls.

Health certificate from physician or school nurse required on entrance.

Parent's name in full.....

Telephone number.....

Application Card Used by State Federation of Y. M. H. A. and Y. W H. A.


Enrollment Card

CAMP

Dated at _____ 1923
Name of City

Print Family Name _____ Print given name

Number _____ Street

Wishes to enroll for _____ weeks, beginning _____

A check for $_____ is herewith inclosed Are you a member of the Y?

Signature of Parent or Guardian

Signature of Y. M. H. A. secretary

Mail this card and check to Treasurer-Camp Committee

CAMP

Under the auspices of Federation of Y. M. H. A's and Y. W. H. A's.

Name _____

Address _____

To go to camp on _____ 1923
Date

Amount of remittance _____

Date _____

(Original size: 7½" x 3")

Application Cards Used for Two Y. M. C. A. Camps

Camp **Application-1923**

_____ 1923

Mr :

Please enroll my name for CAMP for the period checked below. Enclosed find $3.00 on account, which will be forfeited in case this application is accepted and I do not attend Camp (except for sickness). I will observe Camp rules, will furnish the necessary personal articles, and will pay the balance of $24.20 at least two days before the Camp period begins.

✚ Hi-Y CAMP ☐ PIONEER CAMP ☐ SUNDAY SCHOOL ATHLETIC ASSOCIATION CAMP ☐

SIGNED ADDRESS

Age Phone APPROVED

PARENT

Secured by

✚ Hi-Y Camp. 16 and over. Pioneer-Boys 12-15. S. S. Athletic Association, Boys 12 and over

(Original size: 5½" x 3½")

CAMP RESERVES THE RIGHT TO REFUSE AN APPLICATION OR DISMISS A BOY FROM CAMP WITHOUT GIVING A REASON THEREFOR.

Camp No.

APPLICATION

Please enroll my name for camp this summer. Enclosed find $5.00 registration fee. I agree to observe whatever rules are decided upon as best for the welfare of all.

The following questions must be answered by the applicant in his own handwriting.

Name in full

Residence

My father's business address is

I am a member of the Y. M. C. A. My Church denomination is

*My camp number is My height is ft. in. My weight is lbs.

I wish to remain in camp weeks; arriving and departing

I was years old on

*To be filled in by former campers.

This application has my approval and consent.

Parent or Guardian

The applicant's membership

expires *Secretary Boys' Division, Y. M. C. A.*

After examination of applicant I am satisfied that he is in good physical condition.

Signed by examining physician or Association physical director.

This blank must be completely filled in by applicant and signed by the boys' work secretary of the Young Men's Christian Association of which the applicant is a member. Checks should be made payable to. Send application card with registration fee to Phone

(Original size: 6" x 4")

Y.W.C.A. CAMP REGISTRATION CARD

Name . . . . . .
Address . . . . . .
Telephone . . . . . Age . . . . . .
School attended . . . . . .
Member of what G. R. club . . . . . .
Member of what church . . . . . .
I wish to stay from . . . . . to . . . . . .

Signature of parent . . . . . .

Present $1.00 registration fee and 50 cents health examination fee with this card at the Girls Center, ...

(*Original size:* 5″ x 3″)

Application Card Used for a Boy Scout Camp

APPLICATION TO GO TO SCOUT CAMP

1923

I . . . . . of Troop . . . . .
Name Rank
Scouts, hereby make application to attend the Summer Camp to be held at from June 9 to 23 1923. June 16 to 30

I enclose check, money order, currency, for $. . . . . .
(Strike out words not needed)
same being payment in full (or half) of the total camp charges.
NOTE—One week, including transportation $10.00
Two weeks, including transportation 15.00
Three weeks, including transportation 20.00
I undertake to pay the balance due on or before June 5, 1923.
I further agree to be governed by the rules of the Camp and promise to obey all constituted authorities in the Camp.

Signed . . . . . .
(Scout's signature)

Approval of Scoutmaster . . . . . .
(Name) (Troop)

Approval of parent or guardian . . . . . .
(Name)

. . . . . .
(Address)

15

(*Original size:* 4″ x 6″)

Camp Application—Boy Scout Camp

.....1923

Scout..... Troop.....
Residence..... Phone.....
hereby makes application to spend.....
weeks in Camp..... Initial payment
of $2.00 remitted herewith; balance to be paid June 1, 1923.

Approved.... .....
(Parent or Guardian)

I would be interested in a third week in Camp.....

Application Blank Used in Private Camps for Girls

THE CAMPS

Application for Admission

[PLEASE RETURN THIS COPY]

Tuition, $150 with, $125 without riding. Payable upon enrollment, $50; one-half the remainder June 10th, the balance July 10th. In case of withdrawal due to illness or similar cause, financial loss shared equally.

Enclosed please find Registration Fee of $10.00

Name of applicant.....

Address.....

Date of birth (in full).....

Name of parent or guardian.....

Business address.....

Name of last school attended.....

Address of school.....

Business references.....
(If applicant is unknown to director)

Riding { is / is not } to be taken.

Names and addresses of other girls who would be interested in hearing of the camp:

.....

.....

.....

Address of Director

THE CAMPS

Application for Admission

[PLEASE KEEP THIS COPY]

Tuition, $150 with, $125 without riding. Payable upon enrollment, $50; one-half the remainder June 10th, the balance July 10th. In case of withdrawal due to illness or similar cause, financial loss shared equally.

Enclosed please find Registration Fee of $10.00

Name of applicant.....

Address.....

Date of birth (in full).....

Name of parent or guardian.....

Business address.....

Name of last school attended.....

Address of school.....

Business references.....
(If applicant is unknown to director)

Riding { is / is not } to be taken.

Names and addresses of other girls who would be interested in hearing of the camp:

.....

.....

.....

Address of Director

$10.Wee

(Original size: 8½" x 8½")

Application Form Used in a Private Camp for Girls

This Deposit is credited on Camp fee, but forfeited in event of non-attendance, except on account of illness

..... *1923*

RECEIVED of.....
the sum of $10, advanced payment, credited on account with CAMP *for the season of 1923.*

..... *Councillor.*

THE HOLDER OF THIS RECEIPT IS GUARANTEED A PLACE IN THE CAMP

FOUR WEEKS

Application for Membership, Camp 1923

Four Weeks: June 29 thru July 26, July 27 thru August 23, 1923, $135, in advance, for each period of four weeks.

....., *1923*

I hereby apply for membership in CAMP *for the term of four weeks, beginning* {*June 29* / *July 27*}, *1923, and agree to conform to Camp regulations.*

Girl's Signature .....

Home Address—Street and Number.....

City .....

School last attended.....

Age..... *Day, month, and year of birth*.....

Crafts { *is* / *is not* } *desired.*

Riding { *is* / *is not* } *desired.*

What classes in school work do you desire to take?.....

(Subject)..... *(Grade)*.....

I authorize the above application.....
Father or Guardian.

Approved: ....., *Councillor*

Date of approval....., *1923*

This application must be approved by a Councillor or by

Terms: $10 deposit when application is approved, and balance when starting for Camp
Deposit is forfeited to the Camp in event of non-attendance, except on account of illness

(Original size: 8½" x 6")

Application Form Used in a Private Camp for Boys

Camp Application 1923

I desire to enroll my son or ward, for the full season, as a member of Camp this Summer. Enclosed find the sum of $5.00 on account, the same to be forfeited should he fail to attend after being enrolled. He agrees to observe whatever Rules are decided upon as best for the welfare of all.

Name in full (Son or Ward)_____ *Age*_____

*Residence*_____

*School attending*_____

*Church attending*_____

*Date of Birth*_____

Full term of nine weeks, $300.

Parent or Guardian

This Application must be in the hands of the Camp Director not later than June 1st

Please fill out and return to

No reduction is made for slight delays in entrance or for withdrawal.

(*Original size:* 4½" x 7½")

Fees Charged

An important duty of the Camp Committee or Director is the fixing of fees to be charged the campers.

Private camp directors fix fees upon the principle of covering the cost of operation, interest upon capital investment, depreciation plus a profit over and above interest. Special fees are frequently charged for horseback riding, special trips, tutoring, craft supplies, laundry, etc. In short, most private camps are operated upon a commercial basis.

The following table from "Camp Statistics You Ought to Know" by Dr. Eugene H. Lehman, editor of Camps and Camping, 1923, shows the average fees in about four hundred private camps for boys and girls.

	1920	1921	1922
Boys' camp fees.....	$248.72	$260.88	$249.20
Girls' camp fees.....	262.68	290.20	285.51

The average fee in 267 private camps for boys and girls in 1923 was $290.00 for an average season of eight and

one-third weeks. Fees in private camps range from $110.00 to $450.00.

Camp committees operating community organization camps follow the principle of fixing fees to cover part or all of the actual cost of operation. In general no account is taken of capital investment, depreciation, interest and ofttimes of certain overhead supervisory charges. In many fresh air camps no fees are charged whatever.

The following are examples of weekly fees charged in several different types of community organization camps:

Weekly Rates in Community Organization Camps

Church Camps. Four of seven camps maintained by churches and church societies,—including one Girls' Friendly Society,—care for children at an average rate of $6.75 per week (ranging from $2.50 to $10.00). Two of these camps also receive adults, one at $10.00, the same as for children, and the second at $5.50 for women and $7.50 for men. *One* other camp cares for adults only, at a charge of $9.00 for members and $11.00 for non-members. The average adult weekly charge was $8.33 for members and $9.33 for non-members of church congregations.

Other Church camps charge no definite fee, but expect children to contribute through church collections if able; and interested persons frequently arrange a fund anonymously to care for needy members even when charges for camp outings have been specified.

Settlement Camps. Twelve settlements running camps charge an average of $5.08 per week for children of varying ages (one of which makes an additional charge of $5.00 for adults over 18 years of age; two ask $2.00 and one other $3.00 more for campers outside the settlement club memberships, respectively; and one requests a registration fee of $1.00 which is not applied to board).

One settlement runs its camp on a cooperative family group plan, receiving:

Children under 2 years, free of charge.
Children between 2 and 13 years, at $2.00 per week.
Children between 13 and 16 years, at $4.20 per week.
Adults, over 16 years, at $3.85 per week, plus pro rata overhead expenses.

PLATE 27.—Children's playground equipment. Western municipal camp.

PLATE 28.—Modern shower bath house in a fresh air camp.

Two settlements give free care, making a total of fifteen camps of this class studied.

Fresh Air Camps. Twelve of seventeen camps give free care, including three which furnish free transportation as well. *Five* camps charge an average of $4.42 for children (ranging from $3.00 to $5.25 per week), four of which camps also accept mothers or other adults at an average rate of $5.58 per week (ranging from $3.00 to $7.00).

Orphan Asylum Camps. Six of seven camps studied give free care and *one* charges at the rate of $1.20 per day, or $8.40 per week,—on the same basis as the all-year-round institutional care.

Boys' Club. One camp charges $2.50 weekly (for boys averaging from 10 to 15 years).

Girls' and Women's Clubs. Two camps average $9.25 per week (one at $8.50 and the second at $10.00 for members, $10.50 for non-members).

Disabled Veterans' Camp. One camp charges $8.00 per week (adults).

Camp Fire Girls' Camps. Four camps average $7.00 per week (ranging from $6.00 to $8.50).

Girl Scout Camps. Nine camps average $5.61 weekly (ranging from $5.00 to $7.00 to regular members; one of which charges $7.50 for non-members instead of the rate of $5.50 to members).

Boy Scout Camps. Fifty-two camps average $5.80 (ranging from $3.00 to $8.50 and including one which asked $6.00 for the first week and $5.50 for the second week of a two-week period during 1923).

Y. M. C. A. Camps. Fifteen camps average $8.72 (ranging from $6.00 to $15.00 for members), one of which charging $14.00 per week for boys also asks $18.00 per week for men members, thus making an average for all ages of $9.30 per week.[1]

Y. W. C. A. Camps. Twelve camps average $8.42 (ranging from $8.00 to $12.50 per week). *One* camp for adults exclusively charges $10.00 per week.

Y. M. H. A. Camps. Three camps average $11.62

[1] According to additional figures covering forty-five Y. M. C. A. camps in New York State, the average fee was $6.27 per week (ranging from $3.50 to $15.00) during 1923.

(ranging from $8.50 for Juniors under 16 years of age to $14.00 for Seniors over 16 years).

Municipal Camps. *Four* camps of the family group type average $9.50 for adults (ranging from $8.00 to $12.50) and ask special rates for children, such as:

(1) Children under 2 years, free care.
Children between 2 and 10 years, $5.60 per week.
Children between 10 and 15 years, $7.00 per week.
(2) Children between 1 and 3 years, $3.00 per week.
Children between 2 and 10 years. $8.00 per week.
Children between 6 and 12 years, $12.50 per week.

One camp for children exclusively charges $6.50 per week on the average ($6.00 for children under 16 years and $7.00 for those over 16 years).

School Camp. *One* camp charges $10.00 per week for boys between 12 and 16 years of age. (Really a vacation camp for boarding-school boys unable to go home during the summer holidays.)

A total of 152 community organization camps is included in the above statement. Of these twenty-two give free care,—chiefly of the fresh air type. One camp for church boys required no definite fee but expected each camper to contribute in proportion to his ability to pay, the remaining cost being made up by special collections in the church.

The average fee in the remaining 129 camps making a definite charge was $6.72 per week, or $0.96 per day, during the summer of 1923.

In 120 camps, the average rate for children, chiefly under sixteen years of age, was $6.56 per week, or approximately $0.94 per day; and in nineteen camps the average charge for adults was $7.52 per week, or $1.11 per day.

Examples of Instructions Issued to Campers Covering What They Should Bring to Camp

With the exception of some fresh air camps where everything, even to clothing worn by the children is provided by the organizations in charge, practically all types of camps require the campers to bring a certain amount of equipment. The following are some examples of these requirements.

Private Camps

Girls' Camp

Required

- navy blue bloomers
- tie (gray for counsellors)
- headband
- sweater
- white middies
- gray stockings
- tramping shoes
- white tennis shoes
- 1-piece navy blue bathing suit

Desirable

- 2 pairs heavy woolen blankets
- rubber blanket or poncho
- 4 single sheets
- 1 pillow, 3 pillow cases
- 4 bath towels
- 4 hand towels
- bath robe
- kimona
- outing flannel nightgown or pajamas
- 2 laundry bags
- bathing cap
- rain-coat
- 1 sport dress
- 2 white skirts

Other Desirable Articles

- cameras
- tennis racquet and balls
- fishing tackle
- music and musical instruments
- song books
- sketching material
- flashlight
- field or opera glasses
- books
- canoe
- pillows
- knapsack

Boys' Camp

- 1 heavy wool sweater
- 2 pairs khaki trousers, short
- 1 pair khaki trousers, long
- 1 pair white duck trousers
- 6 pairs of socks
- 1 pair scout shoes
- 1 pair sneakers
- 1 white canvas hat
- 1 raincoat
- 1 bathing suit
- 1 rubber poncho
- 2 khaki shirts
- 2 white shirts
- 3 heavy single wool blankets
- 2 pair single sheets
- 1 pillow
- 3 pillow cases
- 2 khaki clothes bags
- 6 bath towels
- toilet articles
- pocket knife with lanyard
- tennis racquet
- bats, balls, etc.
- musical instruments
- limited supply usual clothing

Camp jersey and cap can be secured in camp, also other articles.

Mark all clothing with full name in indelible ink.

Do not bring valuable watches, jewelry or unnecessary clothing.

Y. M. H. A. Camp

Every Boy Should Bring the Following Articles

2 changes of underwear
4 towels
1 sweater or coat
3 dish towels
4 pairs of socks
6 handkerchiefs
1 suit case or clothes bag
1 strong pair of shoes
comb and brush
tooth brush and paste
granite ware (plate, cup, saucer, bowl)
knife, fork, teaspoon, tablespoon, pocket-knife
swimming suit
writing material
1 camp suit (khaki overalls and hat)
2 brown soft shirts

A knapsack is very handy in camp. Every boy should bring three large blankets. The nights are cold, and your boy will have a miserable time without an adequate supply of blankets. Comforters answer the purpose very satisfactorily.

Boys having musical instruments, baseballs, bats, gloves, fishing poles should bring them along to camp. Parents should not give more than $2.00 to boys for "spending" money. All mail should be addressed as follows:

Y. M. C. A. Camp

What to Take to Camp

Necessary Articles

2 double blankets
1 or 2 comforters
changes of underwear
sweater or mackinaw coat
2 or 3 pairs of old trousers
1 pair of tennis shoes
1 pair stout walking shoes (not new)
2 pairs woolen socks or stockings
soap, comb, brush
2 bath towels
tooth brush and paste
pajamas
handkerchiefs
mirror
bathing suit
pocket knife
New Testament
1 flannel shirt
tin cup, plate, knife, fork, spoon, for hikes

There is first aid equipment in camp.
Don't buy a lot of new equipment for camp.
Ask the "Y" before you buy anything.
One lunch to be eaten on the boat, should be taken.
Camp Address—Y. M. C. A. Camp.

Additional information—Phone Y. M. C. A. Boys' Department—Main 5208.

Additional Useful Articles

flashlight
needles, pins, thread
show costume
musical instrument
tennis racket
fishing tackle (fresh and salt water)
camera
track suit
small scout axe
canvas for bed
small pillow

A Camp Fire Girls' Camp

Equipment List

Necesary

Bloomers (black or blue serge).
Three or four middies (at least two all-white ones) and one wool one if you have it.
Outing hat.
Heavy shoes for hiking—white tennis or other soft soled shoes.
Rubbers—raincoat or poncho.
Sweater (heavy).
Three pairs black or dark brown stockings (no silk ones allowed in camp).
Red or black tie.
Bathing suit and cap.
Two pairs blankets (dark ones preferred).
One pillow—if desired—two pillow cases.
Two sheets.
Three bath towels—wash cloths and soap.
Sewing kit.
Plain underwear—one warm night gown—toilet articles.
Three dish towels—plainly marked with initial.
One tin or aluminum cup, plate, spoon, knife, fork—combination frying pan or Boy Scout outfit is very desirable (especially for overnight hike).
Camp Fire Manual.

Desirable

Ceremonial gown.
Kimona (if you have one).
Water colors—brushes—stencil sets (if you have one).
Your symbol (cut out).
Scissors.

Kodak films.
Musical instruments.
Pocket knife (Camp Fire Girl's or Boy Scout knife).
Knapsack (for overnight hike if you have one).
Pocket flashlight (very desirable).
Tennis racquet and balls.
Pedometer (if you have one).
Stationery and stamps—notebooks and pencils or pens.
Costumes, suitable for stunts, etc.
Hand axe (Boy Scout preferred).

Each week there is an overnight hike, the distance being regulated by each girl's physical condition. Council Fires are held once in two weeks, Friday evening.

Spending money—not more than two or less than one dollar should be brought to Camp. Ten cents a day is allowed each girl for candy.

Food-eating between meals is not allowed. Parents and friends are requested not to send fruit, candy or food, except as a gift to the entire camp.

Boy Scout Camp

What to Take—Don't Bring Too Much

Necesary

- a good disposition
- 2 or 3 dark heavy woolen blankets or equivalent
- poncho or rain coat
- sweater
- Scouts suit complete if possible
- pajamas, 2 pairs
- extra trousers
- stockings, 2 pairs
- extra shirts (one flannel, one laundered)
- hiking shoes (rough weather)
- tennis shoes
- handkerchiefs
- towels (hand 2, bath 1)
- tooth brush and paste
- brush—comb
- bathing suit or trunks
- floatable soap in metal box
- Scout Handbook
- note book and pencil

Desirable

- gym shirt
- gym pants
- shorts
- golf stockings
- flash light
- camera
- small mirror
- musical instruments (safe place for keeping)
- knife
- Scout axe
- cheap watch
- fountain pen
- small pillow
- signal flags
- make-up clothes for shows and stunts
- twine and rope

Luxuries

bath robe
laundry bag
canteen

The above articles are in addition to clothes suitable for street wear with which the camper comes to camp. They should be packed in a small box which each Scout can easily make for himself. We recommend that the box be made 27 inches long, 16 inches wide and 12 inches deep, fitted with *rope handles*. Don't bring a big trunk,—it occupies too much space. The box should be fitted with two keys, one to be deposited in the camp bank. A tray built in the box for small articles is convenient.

County Agricultural Boys' and Girls' Camp

Equipment and Food for Each Club Member Attending County Camp

1. Bring with you any musical instrument you can play.
2. Change of plain clothes. Two changes of underwear. Come prepared for play. Girls should wear bloomers during play time.
3. Two towels, cake of soap and mirror.
4. One pillow slip, sheet and cover.
5. Tooth brush, comb and brush.
6. Small tin wash pan.
7. One empty straw tick.
8. Ball and bat or other athletic goods.
9. A picnic lunch for first day dinner.
10. Enrollment fee.

1 knife
1 fork
1 spoon
1 tin plate
1 drinking cup
1 oilcloth bag or heavy paper bag or flour sack (to keep the plate, knife, etc.)
3 pound loaves of bread or 1 loaf and .20 (cents) for other two loaves
½ pound of ham, sliced (not too thin) or breakfast bacon
1 dozen eggs
¼ pound of rice
1 small head of cabbage
6 ripe tomatoes or 1 can
18 potatoes
1 live chicken

½ pound of butter
1 dozen apples or peaches
1 quart of snap beans ready for cooking
1 quart of snap beans or butter beans not prepared for cooking
½ dozen onions
½ pound of sugar
1 pint of cornmeal or flour
4 young beets or carrots
½ pound salt pork or ½ pound of lard
1 pint of jam or preserves
1 glass jelly
½ dozen ears of corn
Note book and pencil

The above list is especially interesting because of the required list of foods to be brought to camp. Most of the commissary of the camp is provided in this manner.

Communications to Prospective Campers and to Parents of Such Campers

Some camp committees and directors of boys' and girls' camps make a point of sending special letter or bulletin instructions to the camper or to his parents after the camper's application has been received and passed upon favorably. This is for the purpose of preventing misunderstanding and to keep the camper and parents in personal touch with the requirements as to fees, personal equipment, date of opening of camp, transportation, visits to camp by parents, sending of things, especially sweets, to camper by parents, medical examinations, etc.

EXAMPLES OF SUCH LETTER BULLETINS

Young Men's Christian Association

DEAR PARENT:

Under separate cover we are sending your son a copy of ..... little Manual which answers many of the questions concerning his stay at Camp. We would like to ask you also to read it carefully. It is gotten up primarily to explain the camp program to him. But it may acquaint you with what we are trying to do through our boys' camp.

We should like to emphasize the following facts:

1. We do not operate our camp to provide a mere outing for boys. It is no loafing place with a program of stunts. Every hour of the day's program is planned carefully in order

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PLATE 29.—Archery in a Girl Scout camp.

PLATE 30.—Rifle range in a Public School camp in the Middle West.

PLATE 31. Girls in a private camp engaged in basketry and constructing bird houses. Note the use of the veranda. Beyond veranda is room devoted exclusively to crafts of different kinds, including weaving on small and large looms, leather working, jewelry making, carpentry, stenciling, etc. Craft room is part of large building, housing kitchen, storage rooms, dining room and social hall.

PLATE 32.—View of portion of interior of building devoted exclusively to carpentry and wood working in a large Y. M. C. A. camp.

that the boys may be kept busy and happy, and be constantly brought in touch with character developing processes.

2. We believe that every boy should know the value of discipline and of some good hard work each day in connection with very menial tasks. We do not make this part of the program burdensome but it is compulsory.

3. We are proud of our camp cook and his food. We try to give the boys well-balanced menus which have been carefully worked out before the opening of camp. We use the best grade of supplies and give them pasteurized milk in individual bottles twice each day and plenty of good butter. We try to satisfy their abnormal appetites without doing their systems injustice. In fact we use that entire twelve dollars for their food. You know what we are "up against."

4. They will crave "sweets." We all do. But honestly, we dread to see boxes of candy and "eats" come into camp. Invariably we have a sick boy. We much prefer to set up a lodge "feed" occasionally and issue small amounts of candy to each camper. We certainly will appreciate your cooperation in this matter.

5. About Sundays. We know that our policy this year is new. "We can't come Saturday. Sunday is our only day." Many, many camps lock their gates on Sunday. We would like to be that strict if we thought our friends would understand. Nothing so upsets a homesick boy or starts a happy one on the sad journey, as the sight of a mother in camp on a quiet Sunday. On a busy Saturday, when he is head over heels in fun, his emotions are otherwise cared for and he enjoys a visit with his own mother, and is not upset by the visit of his tent mate's fond parent. Old campers need a complete rest and relaxation on Sunday. Our Sabbath program calls for as few interruptions as possible. Our camp cook works hard all week to keep up with the boys. To force a big Sunday on him makes the new week harder than ever. All these things seemingly trivial, perhaps, have caused most camp managements to restrict Sunday visiting.

And from your own standpoint—you will see so much more of the real camp program on Saturday or any other week day than on Sunday.

6. Please reserve your meals for Visitors' Days through the camp management at the camp and not through your son. He often forgets and we do not want to disappoint you. Bring your own lunch if you so desire but please do not ask your son to eat with you. Nothing stirs up more dissatisfaction on the part of other boys than that very thing.

We will use every precaution to protect your son's health

and safety. We trust that he will return to you healthier, and better.

Very sincerely yours,

Camp Director.

Camp Fire Girls' Camp

July 2 to September 3, 1923

LETTER TO PARENTS:

Camp is opened July 2. Girls may enter for all or part of the season, July 2 to August 27. No application accepted for less than one week, for which the charge will be $6.00 a week.

Those desiring to remain longer will pay $6.00 for each additional week. All board must be paid in advance and the full time of registration paid for except in case of serious illness when an adjustment will be made.

Registration fee of one dollar must accompany the application and the balance of $5.00 for the first week is due upon entering camp.

To insure sound physical condition of all, each girl must present a certificate of good health from her family physician or school nurse, such certificate to have special reference to condition of heart and lungs, and exposure to infectious or contagious diseases, and to be obtained not earlier than one week before entrance to Camp.

Eating between meals is not allowed. Parents and friends are requested not to send fruit, candy or food, except as a gift to the entire Camp.

Not more than two nor less than one dollar should be brought to camp for a week's stay. Store is opened for one-half hour each day after dinner, and girls can spend only ten cents a day for candy.

Swimming. No girl may swim except during schedule time and in presence of swimming instructor.

Girls will not be allowed to take out boats unless they can swim, and then must have the permission of the Director.

Girls failing to conform to the regulations and spirit of Camp may be sent home at the discretion of the Director.

Girls should take no more clothes than needed.

Each article of clothing, etc., must be plainly marked with owner's full name.

The Camp or its management will not be responsible for any loss or damage sustained by the campers.

Visitors. Admitted only on Saturday afternoon, between the hours of two and eight P. M. Parents or visitors will bring their own lunch,—coffee will be served for a small sum.

All baggage limited to shawl straps and suitcases.

Non-Camp Fire Girls' board is $7.00 per week. Registration fee of one dollar must accompany a recommendation signed by Pastor or some other responsible person not related to her. Director has the privilege of refusing to accept the registration fee of any girl whom she may consider undesirable.

Mailing address.....

A Camp Fire Counsellor will meet the girls at the station, having on her arm a Camp Fire Arm Band, every Monday after July 2. Girls will leave Camp not later than ten A. M. of the last day. Fare to ..... is fifty cents one way.

Nurse and competent counsellors have been engaged for the season.

NOTE. August 27 to September 3 is Mothers' Week,—that means the girls keep house and let the Mothers come for the week. Mothers, try to come and have a good time. Send your application in at the same time that you send your daughter's.

Boy Scouts of America

DEAR MADAM:

Your son's application for membership at Camp..... has been accepted, and we are very happy to know that he will be with us. We are sure you will be pleased with the results of his stay at Camp.

There are a few matters in which we desire to ask your cooperation in order that your son's period with us may be a happy one.

First we want to very urgently request that you do not send candy, cake or other eatables to him at camp. Our camp menus are very carefully prepared and are entirely adequate, and we are sure the best results will be obtained if there are no outside interferences. This request is made as a result of several unfortunate conditions which we are able to recall out of our camp experience.

We want to invite you and your friends to visit us at camp. We shall be pleased to have you on any visitors' day,—which takes place on Thursday afternoons from 1 o'clock to 10 P. M., city time, and on Sundays from 8:30 A. M. to 5 P. M., city time. Camp time is one hour slower than city time. We shall be pleased to have you stay to our Thursday evening camp-fire entertainments.

Much as we should like to do so, we are unable to serve meals to visitors. It will be possible for you to bring picnic lunches, however, and to have your son eat with you if you so desire. On these occasions we request you do not leave eatables with him on your departure.

I want to suggest, further, that you write him at very fre-

quent intervals while at camp. It is hard to realize how welcome letters are to boys at camp. It is well, however, to be as careful as possible to word letters in such a way as not to stimulate any feelings of homesickness. Reference to such things as how much a boy is missed at home, to sickness, or lonesomeness at home are often disastrous to a boy's happiness and initiative while at camp.

If there are any personal matters regarding your son which you feel the Camp Management should know about, the writer will be very glad to give them personal attention if you will drop him a line or call.

We hope for your cooperation in making this the happiest, most wholesome and profitable vacation your son has ever experienced.

Very sincerely and cordially yours,

Camp Director.

Boy Scouts of America

DEAR CAMPER:

Your application for Camp has been accepted, and we are looking forward as eagerly as you to your arrival.

I am enclosing a list of what to take. Be sure and mark every article with your name or identification mark in order that it may be returned if lost.

Be sure to bring Test Cards with you for all the tests you have already passed. Unless you have the signed cards with you, the Scout tests passed in the city must be passed over at camp.

Don't forget your musical instruments. We will provide a safe place for keeping.

The first meal in camp for you will be Sunday noon, and the last for that section is a week from Saturday breakfast. If you are planning on staying over for the following periods, you will of course stay right through. Special features will be planned for the week-end for those who stay over.

If you desire us to furnish transportation to camp for you and your baggage, we can arrange for it at the cost of 25 cents. If you desire us to take your box only, that will cost you 25 cents also. Such transportation will leave the east entrance to the State House at 8:30 sharp, Sunday. You are expected to be in camp not later than 10 A. M.

Remember, camp this summer is what YOU make it. We hope you will contribute all that you have to keep the old camp going as the best boys' camp in America.

Read everything in this envelope over several times

Very sincerely,

Camp Director.

Y. M. C. A. Camp

Important Information About Camp (for Parents and Campers)

Your boy's application for Camp ..... has been received and accepted. His camp number is.....

The Boy's Equipment. The following is a complete list of the equipment needed: 2 warm blankets, comfortable, small pillow with washable pillow slips, bath robe, 2 pair outing flannel pajamas, sweater, 2 pair rubber soled gym slippers or tennis shoes, rain coat or poncho, rubber boots (if the boy has a pair; it is not necessary to buy new pair if he has none), flannel or khaki shirts, underwear, swimming trunks, stockings, handkerchiefs, coat hanger, laundry bag and the usual toilet articles, including bath towels; also camera, musical instruments, Bible, tennis racquet, balls, baseball glove and fishing tackle. Be sure the boy's Name and Camp Number are marked on each article taken. Name tapes are recommended. These may be secured from the Sterling Name Tape Company. Order blank is enclosed.

The tendency is to give the boy too many things. Camp is a place to wear out old stockings, clothing, etc. Each tent group has a locker, where the boys place their better clothes and traveling suits. The Camp Uniform, or equivalent,—by that we mean the clothes worn by the boy in the gym or when he plays basketball, is essential. Parents wishing to order should have the boy measured at the store of..... When this is impossible use the enclosed measurement blank. Make remittance for Uniform ($7.50) direct to.....

Blankets, Comfortables and Ponchos.—These may be purchased through the Camp Office. The articles cost as follows: 4-pounds all Wool Khaki Blankets (66 x 84), $6.00 each; Comfortables, $3.50 each; Rubber Ponchos, $3.50 each.

Order blank for blankets, etc., is attached. Mail this with remittance to Camp..... Blankets, etc., ordered will be marked with the boy's Camp Number and delivered to him at Camp. It is well to order the boy's outfit well in advance.

An inventory of all articles taken to Camp should be pasted on the inside top of trunk. Have two keys, one to be sent to the Camp Office at ....., for use in case the other is lost.

All boys are required to keep their spending money in the Camp Bank. The amount should be limited to the boy's usual weekly allowance, not more than fifty cents a week. In addition, include in the Spending Money check the amount needed for laundry, postage and stationery, visit to the Barber, Sunday Chapel Collections, excursions desired, and the Camp Paper

($1.00), which is a weekly record of the Camp life and a souvenir of the camping season. Also include any amount you may wish to contribute to the Fourth of July celebration fund. Boys will not be permitted to have fireworks, but the Camp will have a display.

The following optional excursions with probable estimated cost, will be held during the summer;..... Include the money for excursions desired in the spending money check. This check, covering all the above items, is to be mailed in the enclosed green envelope addressed to Camp....., at least a week before the boy leaves for Camp.

Tutoring. The attention of parents is called to the tutoring opportunities at Camp for boys who are behind in their studies, or for those who wish to take advanced work. A special folder is enclosed.

Payments. Kindly note carefully the following statements regarding payments: Make all checks payable to Camp.....

The final board payment check is payable on or before June 15. A statement will be sent you about June 1.

As Camp..... is operated without profit and as the budget is based on a full enrollment at all times, certain regulations are necessary. Should an enrolled camper withdraw his name, the registration fee of $5 will be forfeited. If he fails to appear in Camp for any reason at the time for which he has enrolled he forfeits two weeks' board. No refund is made if a boy leaves Camp before the expiration of his period, except in case of illness, when all but two weeks of the unused board money will be refunded.

Miscellaneous. The attention of parents and boys is called to the following items of special interest: The Visiting Day at Camp is Wednesday, from 2 to 6 P. M.; also on Saturday evenings and on Sunday mornings for Chapel. The only exception made to this rule is when parents are motoring through and cannot conveniently come for the visiting periods. Parents summering at..... are requested to limit themselves to visiting days and hours only as it seriously interferes with the Camp life to have them come at other times.

The Camp mail, telegraph and express address is, Camp ..... Send telegrams via Western Union and express via American.

Boys are required to write home at least once a week.

Boys will not be permitted to bring dogs to Camp.

Have your boy bring his musical instrument. A safe place for keeping it is provided.

The camp colors are navy blue and white.

The canoes at Camp..... may only be used by boys

who pass the required tests, and whose parents are willing to assume the responsibility for the added privilege. Canoe application blanks will be sent to parents making written request for the canoe privilege.

The Camp..... Office is Room..... Street..... City..... Telephone.....

The regular Camp season dates are June 28 to August 30. Camp ..... is also open all during June and September. If you wish to have your boy come in advance or remain after the regular season, kindly write the ..... city office.

In order that we may better understand a new boy and help him make the most of his summer opportunities, we are asking parents of new campers to fill out and return the enclosed confidential card.

If for any reason you find your boy cannot attend Camp, kindly notify us immediately in order that we may give his place to a boy on the waiting list.

A second letter of instructions regarding complete transportation arrangements will be sent to parents and campers early in May.

Yours very truly,

Camp Director.

This communication was followed by a second and a third, reiterating some of the information and giving new instructions.

Time of Opening and Closing Camp

It will be necessary for the camp committee (director in private camps) to determine upon the length of time the camp is to be operated and the time of opening and closing.

In general the organized camping season includes the two months of July and August with varying number of days in June and the first part of September. Time of closing and opening of school, work and climatic conditions modify time of opening and closing in some sections of the United States.

There is the beginning of a winter camping movement in some sections of the country but as yet this is sporadic and not widely practised. The possibilities of winter camping will no doubt become more and more a subject for consideration by camp committees and directors.

Most private camps operate for a period of from eight to nine weeks and require campers to enroll for the full

period, although some have two-period schedules of four weeks each.

The periods of operation of organized camps conducted by organizations and institutions of different types vary greatly. They range from periods of three days to ten weeks.

Camps conducted by organizations and institutions for the full summer camping season may be used by different groups during certain specified periods of time. The following are examples of this plan:

Settlement Camp

Boys	June 25–July 6
Boys	July 9–July 20
Mothers and infants	July 23–Aug. 3
Girls	Aug. 6–Aug. 17
Girls	Aug. 20–Aug. 31

School-Municipal Camp

Advanced camp (picked boys)	June 8–June 15
Girls	June 15–June 24
Girls	June 26–July 6
Boys	July 6–July 15
Boys	July 17–July 27
Boy Scouts	July 27–Aug. 5
Boy Scouts	Aug. 7–Aug. 17
Football Camp	Aug. 17–Aug. 26

Boy Scout Camp

First period	June 16–June 29
Second period	June 29–July 12
Third period	July 12–July 25
Fourth period	July 25–Aug. 7
Fifth period	Aug. 7–Aug. 20
Sixth period	Aug. 20–Aug. 25
Seventh period	Aug. 25–Sept. 2

Y. W. C. A. Camp

Girls, 9–12 years	June 18–June 23
Girls, 12–14 years	June 25–July 5
Girls, 12–14 years	July 6–July 16
Girls, high school and college	July 17–July 27
Business girls and women	July 28–Aug. 7
Mothers and children over 3 years	Aug. 8–Aug. 15
Opening week-end party, Business Girls' Club	July 16

Y. M. C. A. Camp

Girls	July 11–July 25
Boys	July 25–Aug. 8
Boys	Aug. 8–Aug. 22
Open date (adults, family groups)	Aug. 22–Aug. 29

Municipal Camp

Girl Scouts	June 24–June 30
Girls	July 1–July 7
Girls	July 8–July 14
Boys	July 15–July 21
Boys	July 22–July 28
Girls	July 29–Aug. 4
Girls	Aug. 5–Aug. 11
Reserved	Aug. 12–Aug. 18
Boys	Aug. 19–Aug. 25
Boy Scouts	Aug. 26–Sept. 1

Church Camp

Boys	June 30–July 28
Girls	July 28–Aug. 25
Family group (including father)	Aug. 25–Sept. 3

Industrial Camp

Family groups	June–October
Men and boys	October–June

Y. M. C. A. Camp—Boys

First period	June 23–July 7
Second period	July 7–July 21
Third period	July 21–Aug. 4
Fourth period	Aug. 4–Aug. 18
High School period	Aug. 18–Sept. 1
Men's period	Sept. 1–Sept. 8

Some industrial, Y. M. C. A., American Legion, Y. W. C. A., private cooperative club camps and private commercial camps are operated upon a hotel basis. In such

PLATE 33.—Illustrating an outdoor theater, modeled after a Greek theater. Work done by the boys in a Boy Scout camp.

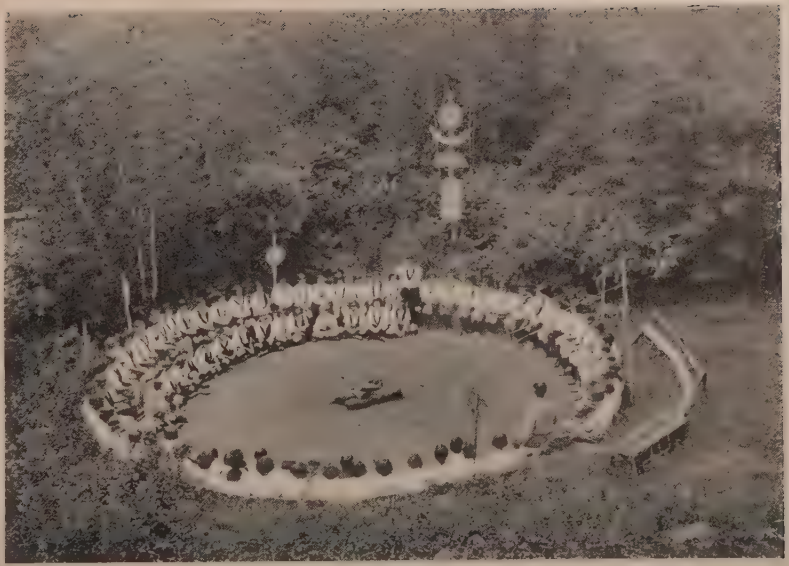

PLATE 34.—Council ring in a private camp for girls. Woodcraft Council in session.

camps, which are operated generally for the full camping season and often the year around, the individual simply registers and makes reservation for a given period of time in the camp. This period may be for a day, a week-end, a week, two weeks, or even longer, depending upon the number of persons desiring to use the camp. The campers are generally employed adults and take this means of spending their vacations.

Communications from Director to Staff Members Before Opening of Camp

Some camp directors make a practice of sending one or more communications to members of the staff before going to camp giving them specific information as to their duties and suggesting the attitude they are to take toward their responsibilities while acting as counsellors or leaders. Others directors do this by personal conferences.

The following are examples of such written instructions.

Instructions for Leaders

(Y. M. C. A. Camp)

In any well-managed organization there must be rules and regulations, but these two words hardly describe the system. The directing force is a high sense of honor, a strong public opinion, and a spirit of mutual helpfulness. These determine the strength and the character of our Camp life and customs.

Your personal example is the most important factor in maintaining the ideals and splendid traditions already achieved.

The following pointed suggestions are given for your help and guidance:

The tent family is the unit of camp organization. Keep it happy and wholesome. You have a responsibility for the care and well-being of your boys. Be impartial—never play favorites. Early in the season look out for homesick boys. Keep them busy. Urge all boys to try for the Camp Awards. Assign definite tasks to the Junior Leader and the Aide. The tent report cards, made out weekly, will give us information on each boy's progress. In matters of discipline, deal kindly but firmly. You can do a lot by helpful suggestion. Never resort to "paddling" or any form of physical punishment. It is not permitted in Camp. Everyone in the tent must get up promptly at 7:10 A. M. and report within the circle for the setting-up drill and flag raising. You be the first one out and the boys will follow. The Leader must personally lead his tent group

in squad duties. He must also personally conduct his tent vespers. It is an opportunity to impress on the boys, clearly and definitely, the value of Christian ideals and living. All in Camp are required to attend the two Sunday Services. You will find that the religious life in ..... is sane, wholesome and effective. It is no one man's job. All of us get into the game. The tent vespers and chapel talks have an important part in determining and establishing the right camp spirit. More than that, they help boys and men to think clearly and decide rightly in matters of life problems and purposes.

At the dining hall insist on good table manners. The boys take turns waiting on table. Avoid wasting food. Also guard against all hurry, slang, noise and rapid eating. See to it that no one leaves his seat until after the inspection report is given. The aisles must be kept clear.

The daily program is full of activity. Help in every department you can. Some activities may be under-manned and need your help. Volunteer your services. In the evening after supper, help organize and participate in the informal games on the campus. At times it may be necessary to subordinate our personal interests for the good of the whole. Never "club" with a clique or group to the detriment of all that is best in Camp. Team play, loyal and unselfish cooperation are the essentials for success. One suggestion—It is important that every man get a full night's sleep. By going to bed when the boys do, you will be in better shape for the next day's work. If it is necessary to stay up and write letters in the Boat House, you are asked to make the limit 10:45 P. M., when lights are to be turned out. Junior leaders may stay up one or two nights a week if permission is secured from the tent leader.

The management of the office and store and kitchen and dining hall, is placed in the hands of responsible leaders and helpers, and it is fundamentally important that we strictly observe the rights of these men and the regulations of their departments.

The cottage is the place for those temporarily ill. If one of your boys is even slightly indisposed, see to it that he goes to the doctor at once. The Cottage is not to be a lounging place. Leaders must not go there for shaving, tutoring, resting, use of the toilet, or for any purpose other than attention on sick calls.

There are certain other understandings in Camp. These are: No one is to leave the Campus without first notifying the director. Under no circumstances must we allow the near-by-town, or social interests, to interfere with the Camp's work and success. Leaders should take one day off a week; note

especially the rules governing use of boats and canoes as outlined in the "Camper's Hand Book." Leaders' meetings will be held at frequent intervals; also opportunity will be given leaders and campers to meet the Director at his tent, after dinner at least twice a week for personal interviews or conferences.

Finally, go to Camp with all the pep, good will and enthusiasm you possess. The more you give to Camp, the greater will be your feeling of satisfaction in doing a job that is very much worth while.

Yours for Camp .....,

Director.

Communication of a Director in a Y. M. C. A. Camp to Leaders and Junior Leaders

Kindly fill out this blank and return to.....

Name.....

Address.....

When do you plan to arrive in Camp?.....

If you cannot come for the entire season (July 1 to September 2), indicate how long you can stay.....

Do you play a musical instrument?.....What instrument?.....Do you sing?.....

Check off Camp Activities in which you believe you can be of service.

Baseball	Nature Study
Tennis	Bird Study
Basketball	Astronomy
Track and Field	Agriculture
Football	Carpentry
Quoits	Dramatics
Volley Ball	Minstrels
Rowing	Circus
Canoeing	Historical Pageant
Swimming	Orchestra
Diving	Glee Club
Rifle Club	Camp Paper
Signaling	Woodcraft League
Wireless	Boys' Scout Club
Topography and Map Drawing	Current Topics Club
Hikes and Camping Trips	College Club
Campcraft	Photography
Woodcraft	First Aid
Tracking and Trailing	Library
	Camp Buglers

Kindly state in which departments you can be of most service .....
.....
.....
.....

It is understood that everyone connected with the Camp agrees to observe the general rules of Camp, the special rule which requires everyone to abstain from the use of tobacco while connected with the Camp, and such other regulations as may be decided upon as best for the welfare of all.

Boy Scout Camp

Instructions for Tent Leaders

In order to make our season at Camp a success this year, it is necessary more than ever before that we know thoroughly and understand certain fundamental facts and regulations, so here they are, stated as briefly as we can put them.

Read and Reread

"Now the gist of the thing is this—Be silent, Be calm, Be awake, Be on hand with the day.

"Be instant to heed the first note of each call, and—precisely—exactly—obey."

—*Talbot Mundy.*

1. Camp is run *primarily for the boys.*
2. We must all pull together to the very limit to make things go.
3. YOU personally are the biggest factor in the game.
4. That means your *personal example* will determine results.
5. You are a leader—"One who leads."
6. Set the pace in everything—*YOU* set it. The boys will follow.
7. Start each day right. Get up promptly when the bugle blows.
8. Be the first one out to take the Set-up. Take that dip. *Be a regular fellow.*
9. You can't get away from this "Personal example stuff." It's the stuff that counts.
10. Keep a check on it all the time. The boys follow every move you make.
11. Watch your personal appearance. Look the part of a leader.
12. Be at all appointments on time. Never lag. "Pep, my boy, Pep."

13. In tent inspection make your tent record an inspiration for neatness and order.

14. At the table insist upon gentlemanly conduct. Prevent rapid eating. Avoid wasting food.

15. Taboo all table slang. Parents judge camp by the habits their boys acquire.

16. After breakfast comes work details. Beat the boys to it.

17. Then instruction groups—and EVERYONE taking part.

18. Swimming is dangerous if we are careless. Obey implicitly every rule yourself.

19. If you are a life-guard, your responsibility is one of human life.

20. After dinner we want everybody to observe the short rest period.

21. Afternoon is play time. You get in the games.

22. You must not miss taking part in the after-supper games.

23. Entertainments, shows and evening programs are the life of the camp. *YOU* take an active part.

24. At night turn in when the boys do. You need the rest. It will do you good.

25. Encourage the boys to win the White Swastika and other honors.

26. Discourage loafing, bullying and freshness. Look out for signs of home-sickness.

27. Never permit rough initiations. We found it to be poor dope.

28. Encourage the boy who gets in wrong to make good. If the case is difficult, see the Camp Director.

29. Never leave the camp site without a permit from the Camp Director.

30. Don't get the town habit. A little social life is sufficient.

I want to stop right here to tell you that to prevent having our program crippled at frequent intervals by leaders all being away at once, we shall arrange to give each leader an afternoon from 1 P. M. to 6 P. M. and one evening, from 6 o'clock on, each week providing no more than four leaders are away from camp at one time. For those leaders who are in camp for more than one section, one of these periods each section may be changed to a day and a night in the city if they so desire.

Here Are a Few More Hints

1. Boys are easily led, and quick to detect good qualities.

2. A boy is a great imitator. What we say and how we live determine his decisions.

3. Be frank, kind and have no pets. Keep the tent family happy.

4. Your job is to be a "Big Brother" in the real sense. Always be on the lookout to help a boy.

5. The entire structure of our work depends upon us as leaders and *our* observance of *all* Camp rules.

6. Attend church services. This applies to Sunday evening also. The latter meeting partakes of a family get-together. Just our own crowd and no visitors.

7. Kicking in the presence of boys is criminal. Loyalty to the Camp Management is absolutely necessary. Take your troubles to the Camp Director.

8. Make the most of every opportunity to do good. *Leadership at Camp is "Invested Personality."*

9. *Important*, don't club with any particular group of leaders. Cliques are disastrous.

10. *And finally, CIRCULATE. Remember we are one fine big family, all pulling together.*

READ THESE SUGGESTIONS OVER SEVERAL TIMES.

Very sincerely,

Camp Director.

"The test of a man's worth to a community is the service he renders it."

—*Theodore Roosevelt.*

Instructions to Counsellors of Private Camp for Girls

Please study the following very carefully, not considering it as a set of rules to be rigidly enforced, but as suggestions which embody the result of years of experience and much thought on this subject. As far as possible, live up to these suggestions for they will greatly increase efficiency and will make you of much greater value to the directors.

A Counsellor takes into her care human life. She must determine whether or not she will assume this burden before coming to camp. Responsibility cannot be shifted or dropped while she is there.

A Counsellor is a leader with her girls, not a director from behind or above. She shares in the tasks, not giving orders about them. No one is wanted at Camp.....to lead who cannot hold herself to as much self-denial and control as the girls. Counsellors make their own beds and strictly do their share of the cabin work.

Counsellors are not privileged in any sense of being exempted.

They are privileged to serve and to lead. It is your first duty, far ahead of what you teach or do in the line of service, to prove yourself first-class as a Counsellor. Ask nothing of your girls that you won't do always gladly and promptly yourself. If it is a disgrace for a girl to be late to any appointment, it is much more so for you. Never, under any circumstances, be late to meals or any assembly.

Each Counsellor has charge of six or seven girls, helps and advises them when necessary, and is watchful of their health, their morals and the sanitary condition of their sleeping quarters.

Counsellors should become acquainted with all campers as quickly as possible, watching them with added care during the first few days, when some are apt to become homesick.

General Duties

See that girls bathe enough to be clean, brush teeth night and morning; change underclothes at proper time; wear enough middies to be clean; brush and air bloomers daily; have beds well opened for airing before going to breakfast; have clean nails and tidy hair before going to meals; get to meals and all other appointments on time; have thorough hair-brushing and soap scrub once a week,—hair not to be shampooed at the water taps or at the swimming float. Notice spots and tears on the girls' clothes. Encourage neatness in every respect, remembering that you are to be a model for every camper. Counsellors set the example by rising with the bugle.

Know whether your girls have daily evacuations.

Bathing shoes must be worn by all, between the cabins and the water.

Beds in cabins must remain in their proper place.

No one ever enters the kitchens or pantries without express permission of the dietitian or the directors.

Discourage the lingering of girls in their cabins during the day,—at times other than at rest periods.

During the night, a girl wishing to go to the hemlocks, must ask her Counsellor to go with her.

Before reveille there should be no talking and no activity in the cabins. Self-control and consideration for others should be practiced.

Inspect trunks, bureaus, shelves and closets once a week, having the girls take their things out onto the beds and put them away in good order. Be sure that they have no other girl's property mixed in. Watch for mildew.

Discourage any tendency to borrow other camper's property. Stimulate your girls to write interesting home letters on Sunday. Every girl must write one page, at least, to her parents or

guardian before coming to Sunday supper. Counsellors will collect the letters of their groups.

At Table

At meals keep the conversation kindly, pleasing and instructive. Never hurry through meals. Cherish every gracious way that prevents *eating* from degenerating into *feeding*. Watch the delicate girls and see that all are well and getting what is best for them. The girls will quickly copy your table manners, your poise and your carriage. Young folks are natural and unconscious mimics. You are to hold yourself up to your highest ideals if you are to "make good." Be prompt to notice what your girls need. Do not let them have to ask for more serving. See that your girls sit erect and do not slouch.

Inspection

The executive counsellor will inspect for the first week. After that the girls will appoint their own inspectors.

Beds must be absolutely neat, corners square, sides and back straight, not puffy. Wash shelf, basin, glasses, mirror and scrap basket are all to be kept clean. The floor must be well swept, and the sweepings gathered into scrap basket and taken to the incinerator. Grounds in front of and about cabins must be kept clean, free from all rubbish or scraps of paper, etc. Each group of cabins takes charge of its own toilet, seeing that it is kept clean and supplied with toilet paper.

Rest Hour

Counsellors do not need to be in charge. Self-government sees that there is absolute rest and relaxation. Reading only allowed if desired.

No visiting during rest periods, before reveille or after tattoo. At night absolute quiet after taps.

At Night

For the first week every Counsellor is expected to go to bed with her girls. Every night every Counsellor goes to the cabins with her girls at tattoo, all Counsellors remaining until ten minutes after taps. Five of the Counsellors retire with the girls each night, the others being off duty. For the good of the Camp every Counsellor is expected to be in her bed by 10:30 o'clock.

For the sake of safety, Counsellors desiring to go on the lake in the evening will always go in couples.

When alone, or with children, near or in villages, the reputation of the Camp should be considered.

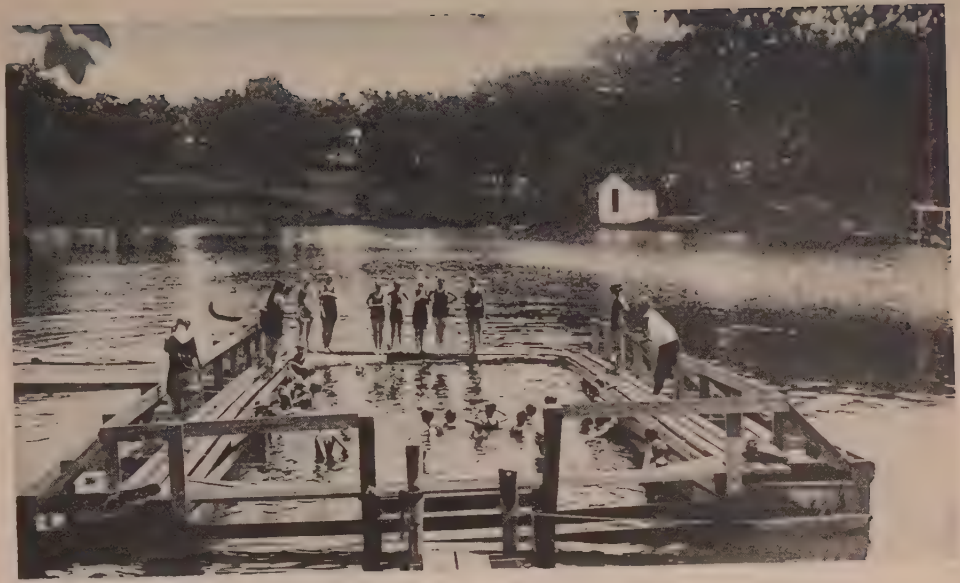

PLATE 35.—Illustrating a swimming crib in a Camp Fire Girls' camp.

PLATE 36.—Swimming dock with springboard and diving tower used in a large Y. M. C. A. camp.

PLATE 37.—Artificial swimming pool in a southern private camp for girls.

Visitors

Neither visitors nor parents are allowed in cabins without the express permission of one of the Directors or the Executive Counsellor. When visitors arrive at Camp, they must be taken to one of the above.

Laundry

The following pieces are allowed each camper weekly:

1 pair pajamas or nightgown	3 pairs stockings
7 handkerchiefs	3 suits underclothing
1 sheet	4 face towels
1 pillow case	2 bath towels
3 middies	2 wash cloths

Each girl places her soiled articles in her pillow-case and carries her own to the place appointed, handing to the laundry counsellor a list so that it can be checked off when the laundry is returned. The cabin counsellor must see that every piece is plainly marked before it is sent to the laundry.

Health Rules

Menstrual periods. Girls must report to cabin counsellor when on and when off. The counsellors will keep the camp physician informed. Daily hot water bath must be taken. A pitcher of hot water can be gotten by the nurse at the beginning of the swimming period. No swimming until the day after all flow has ceased. No very active exercise until the fourth day. Pads must be well wrapped in newspaper and put in waste basket, to be burned in the incinerator.

Report any case of illness, no matter how seemingly trivial it may be, to the camp physician at once.

Food

Any candy, cake, or other food (except fruit) is to be immediately turned over to the executive counsellor. Fruit is to be given to the dietitian. All medicines are to be placed in the care of the Camp physician. No food of any kind is to be kept in any cabin without the express permission of the director or assistant director. Girls are never to go away from camp for meals or over night without permission.

Camp Staff

The term "staff" is used to include all types of workers in any camp,—supervisory and activities leaders, business agents and service workers.

One of the most important duties of a camp executive or camp committee is the selection of the staff. The right leadership is everything. All the material environment of a camp may be perfect and yet will amount to very little in furthering the objectives of the camp unless it is vitalized by inspiring, capable and well-trained leaders.

The number, functions and qualifications of members of camp staffs in the many different types of organized camps in the United States, and even among camps of the same type, vary widely. The ratio of staff to campers ranges from three to thirty campers per staff member.

The highest standards with respect to ratio of staff to campers in the organized camps of the country is found in the private girls' camps, followed closely by the private camps for boys.

Dr. Eugene H. Lehman in "Camping Statistics You Ought to Know,"—Camps and Camping, 1923,—presents the following table showing the comparative number of boys and girls to counsellor in about four hundred private boys' and girls' camps.

	1920	1921	1922
Boys per counsellor.....	6.6	6.3	5.2
Girls per counsellor.....	4.3	4.0	4.4

Some of the national organizations promoting and organizing camping have promulgated standard requirements with respect to leadership. (See leadership standards of Boy Scouts of America, Girl Scouts, Inc., and Camp Standardization Commission of the Association of Boys' Work Secretaries of the International Committee of the Y. M. C. A. in the chapter on *Camp Standards.*)

In general, the standards of the Camp Fire Girls, Girl Scouts, Inc., and the Boy Scouts of America require one adult leader to every eight campers, and the Y. M. C. A. one to every seven or ten campers. In fifty-six Y. M. C. A. camps conducted in the State of New York in 1923, the average ratio of leaders to campers was about one leader to every 10.9 campers. If helpers to leaders are added the ratio was one staff member to every 8.5 campers.

In the selection of camp counsellors private camp directors take into consideration such general factors as moral qualities, intellectual attainments and physical virility and

such special factors as previous experience in camping, age, ability to get along harmoniously and happily with other staff members and with the campers, and special training and experience in organizing and conducting the activities which the position filled by the counsellor demands.

Practically the same factors should be considered in the selection of leaders for all types of organized camps.

Private camp directors procure the majority of their leaders from among college or university trained people, or from graduates of special schools in physical education, music, dancing, manual arts, graphic arts, domestic science, medicine, nursing, stenography and bookkeeping, etc. Occasionally undergraduates are used as counsellors and it is quite common to find undergraduates filling various service positions such as dining room and kitchen helpers.

Camp committees conducting organization camps usually have persons upon the staff of the parent organization, association or institution, who may be assigned to executive, instructional and service positions,—these being supplemented whenever necessary by the employment of qualified workers drawn from whatever source they can be secured. (See No. 4 under section on *Collection of Information,* page 122.)

Most organizations of a community or social service nature make large use of volunteer workers drawn from among people interested in the work of the particular organization and from among the older campers themselves.

In most of the camps conducted by community organizations and institutions a great deal of stress is placed upon the performance of service duties by the campers. This is partly an economic measure and partly an educational policy. Educationally this is particularly valuable in boys' and girls' camps, and of equal worth from the standpoint of cultivation of community spirit in adult camps.

As an aid in selecting workers, camp committees and directors will find properly drawn application blanks very helpful. There are several different types of such application blanks now in use of which the following are a few examples.

Application Blank for Counsellor in a Camp Fire Girls' Camp

Name..... Address.....
Phone Number..... Age..... Camping Experience.....
Can you swim.... Can you row.... Camp Fire Experience...

Underline the following activities in which you can contribute most to camp: Swimming, rowing, canoeing, craftwork, hiking, nature lore, games, horseback riding, story telling, music, folk dancing, pageantry. Special training for above and indicate preference.....
.....
.....
.....

Training and experience in home-nursing and first aid.....
.....

Training and experience in dietetics, menu-planning, supervision of cooking.....
.....
.....

Approximate dates for camp are June 10–August 30. Do you prefer to go the first half or the last half of period?.....
Would you be willing to go either half?.....
Highest educational institution attended.....
Did you graduate?.....
References.....
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Application Blank for Camp Counsellor in a Private Camp for Girls

Name..... Date.....
Permanent address.....
Present address.....
Date of birth..... Weight..... Height.....
Schools attended, with years of graduation.....
Experience with children, clubs, etc.....
Camp experience (if any, name camps).....

Check those you are able to do or take part in. Double check those you prefer to do.

Athletics	Dancing	Photography
Water sports	aesthetic	Auto driving
Scouting	folk	Tutoring (what subjects)
Hiking	Music	Editorial work
Cooking	Dramatics	Bookkeeping
Dietetics	Nature study	Typewriting
Manual labor	Camp craft	

What would you like most to do in Camp?.....
Of what organizations are you a member?.....
Offices held while in college.....
References.....
Remarks.....
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Application Blank for Camp Leader in a Private Camp for Boys

Camp Leader's Application

Date ..... 192....

I hereby make application for appointment as Camp Representative and Counsellor for the ..... Camp for Boys, representing the following city or territory .....

I agree to give my best efforts towards securing desirable boys for the camp season. I will study all camp literature and bulletins and comply with all regulations issued by the director.

I agree to accompany the boys I secure to camp, arriving there on the opening day and returning with them when camp closes. As counsellor I agree to perform such duties as are customary for a counsellor to perform in an orginized boys summer camp; to assist the boys in their work and play; to help direct them in their sports and to set them an example in obedience, punctuality, neatness, cheerfulness and clean living.

In consideration of these services, the Camp Director agrees to .....

The following information is correct regarding my experience, education, etc.:

Age ..... Single or Married? ..... Occupation .....

Education (Complete as possible) .....

Experience in Camp or boys work, if any .....

Reference: .....

Check items in which you are proficient and can assist in instruction work:

Swimming	Tennis	Baseball	Basket Ball
Boxing	Hiking	Campcraft	Woodcraft
Scouting	Nature Study	Horsemanship	Camp Dramatics
Story Telling	First Aid	Target Practice	Star Study
Tutoring			

Other Subjects .....

(Signed) .....

ACCEPTED: (Name of Applicant.)

Director. Address .....

NOTE.—On the back of this form information is given as as to camp location, equipment, organization, program, time of opening and closing of camp and fees.

Application Blank for Volunteer Counsellors

COUNSELORS INFORMATION BLANK
A FRESH AIR CAMP

To Our Friends:

The ..... Camp will soon be open for the season. VOLUNTEER COUNSELORS ARE NEEDED TO ACT AS GROUP LEADERS. All expenses are paid from ..... back to ..... You are requested to fill out *all* questions so as to enable us to plan intelligently the camp work. Please return this blank promptly to ..... Director,

I pledge to go, (or I will notify you immediately that I cannot go), if I am accepted.

Name ..... Date 1923

Home Address ..... Home Phone No. .....

Business Address ..... Business Phone No. .....

Age ..... Occupation or Business .....

If you can go on only one trip mark: 1st choice (1), 2nd choice (2), 3rd choice (3).
If you can go on two or three trips mark all (1).

( ) Boys' Trip - - Leaves Monday, June 25 - - Returns Friday, July 6
( ) Boys' Trip - - Leaves Monday, July 9 - - Returns Friday, July 20
( ) Mothers' and Infants' Trip Leaves Monday, July 23 - - Returns Friday, August 3
( ) Girls' Trip - - Leaves Monday, August 6 - Returns Friday, August 17
( ) Girls' Trip - - Leaves Monday, August 20 - Returns Friday, August 31

Please check which of the following things you can do:

Supervise Playground	Boy Scout Lore	Operate Stereoptican Lantern
Supervise Athletics	Girl Scout Lore	Operate Wireless or Radio
Lead Hikes	Wood Craft Lore	Operate Moving Picture Machine
Lead Games	Camp Fire Lore	Teach Knitting
Teach Swimming	Know Trees	Teach Sewing
Teach Rowing	Know Birds	Teach Woodwork
Lead Community Singing	Know Flowers	Tell Children's Stories
Play Piano	Know Stars	Stage Children's Plays

Remarks .....

My Education has been .....

My Camp Experience has been .....

I have given volunteer service other than the above at .....

from ..... to ..... doing .....

1923 CAMP RECORD

The above person served at Camp from ..... 1923 to 1923

.....

.....

.....

Signed ..... Camp Superintendent

Sometimes in both private and organization camps students from colleges and universities receive credit for work done in summer camps as volunteer counsellors.

Application Blank for Camp Counsellor

APPLICATION FOR POSITION AS CAMP COUNSELLOR

1 Name ..... Telephone .....

2. Permanent address ..... Present address .....

3. Date of birth ..... Age.....yrs. Weight.....lbs. Height.....ft.....in.

4. Schools attended, with year of graduation ....

5 Experience with children, clubs, etc. .....

6. Camp experience, if any (Name camps and years) .....
Indicate whether as Camper, Junior Counselor or Counsellor.

7. Special abilities—Place Figure 1 before those activities in which you have experience as a leader; 2, a good knowledge; 3, fair.

Athletics (specify below)	Horseback	Cooking	Automobile	Council Ring
Water Sports (specify below)	Sketching	Drawing	Mechanics	Languages
Baseball	Dancing	Art	Metal	Educational Work
Tennis	Dramatics	Stagecraft	Power plant	Bookkeeping
Biking	Music, Instrumental	Photography	Operation	Typewriting
Swimming	Singing	First Aid	Radio	Shorthand
Military Training	Nature			

Give full details—teams played on, letters and awards.

8. What would you like to do at camp? .....

9. Salary at last camp (if any) $..... Salary expected (if any) $.....

10. How many summers have you available for camp work? .....

11. References .....

12. Church affiliation .....

13. Remarks .....
(Continue on other side)

Date ..... Signature .....

The above blank was drawn up by Mr. Morris Klein, Director of Camp Wanauke. Copies can be secured free through Mr. Everett V. Albin, Manager, A. G. Spalding & Bros., 523 Fifth Avenue, New York City.

When a counsellor or a service staff member has been accepted, a contract form of employment is executed. The following are a few examples of such forms.

Counsellors' Contract Form Used in a Girl Scout Camp

Date.....

Memorandum of Agreement between

..... of.....

and

Girl Scout Camp.....

Said person agrees to fulfill the duties of .....

at.....for the season of .....;

in return for such services, the Girl Scout Camp agrees to care for the living expenses (laundry not included).

.....

Signed.....

Full permanent address

.....

The Council cannot be responsible for valuables or articles of clothing lost while in camp. All those coming to camp are, therefore, urged to bring no jewelry and only the simplest wearing apparel.

Counsellors may bring a small steamer trunk.

Transportation will be paid to and from.....only.

Service Staff Contract Form Used in a Private Camp for Girls

It is hereby agreed between the ..... Camps and

..... that .....

shall fill the position of.....

which entails the following responsibilities:

.....,

.....,

.....,

.....,

.....

In return, board and lodging at the camp will be furnished and $.....will be paid for the season of 192.....

Signed.....,

....., President

Counsellors' Contract Form Used in Private Camp for Girls

It is hereby agreed between the ..... Camps and ..... that ..... shall fill the position of..... which entails the following responsibilities:

.....
.....
.....
.....
.....
.....

In return, board and lodging at the camp will be furnished and a salary of $.....will be paid for the season of 192.....

It is also agreed that each counsellor shall receive 5 per cent commission on each of the first three new campers and 10 per cent on all above that number whom ..... shall bring to camp. It is expected that all heads of departments will be at camp at least four days before and after the opening and closing of camp to arrange schedules, prepare inventories and put away equipment. Other counsellors and assistants are asked to be at camp for a three-day intensive training course immediately preceding the opening of camp. Counsellors and assistants are expected to furnish and be responsible for the laundering of their own linen and blankets.

Signed.....
....., President

Contract Form Used in Private Camp for Girls

Date.....

The undersigned agrees to act as Counsellor at Camp..... ..... for the season of....., for the sum of..... and railroad expenses from..... .....to Camp.....and return.

(Signature).....

Copyright by Underwood & Underwood, N. Y.

PLATE 38.—Dish-washing with simple equipment in a Girl Scout camp.

PLATE 39.—Cooking grub over an improvised fireplace in a western municipal camp for playground children.

Terms of Agreement in Private Camp for Girls

The position of.....in Camp.....is hereby given to.....for the season of....., the salary for said position being....., together with board and laundry and railroad fare from..... to camp and return.

Each Counsellor accepting a position at.....is expected to give her cooperation and loyal support to the camp, its traditions, rules and regulations and to show such support by her example.

In consideration of the efficient filling of above position, to the satisfaction of the Directors, I hereby agree to pay the salary indicated above to.....

Date..... Signature.....

I shall comply with any requirement which occasion and the best interests of the camp demand and unless dismissed or disabled shall remain at work until the close of the season.

If necessary, I shall go to camp a few days before the regular time of opening, to assist in opening camp and in becoming familiar with my duties. If necessary, I shall remain a few days after the regular time of closing.

I agree to the terms stated and accept above position.

Date..... Signature.....

Contract Form Used in a Private Camp for Adults

AGREEMENT

This agreement is made between.....of ....., hereinafter referred to as ....., and the The Camp Corporation of ..... hereinafter referred to as The Corporation.

The Corporation agrees to employ the services of..... during the period from June.....to September ....., 1923, inclusive, at ..... The Corporation's summer camp for adults located at..... ..... For services rendered during the said period, The Corporation agrees to pay..... the sum of .....Dollars ($...). The Corporation agrees to supply ..... with board and with accommodations during the period mentioned. The Corporation agrees to furnish transportation from..... to ..... and return.

In consideration of the agreements of The Corporation,..... agrees to give his services as ..... at ..... during the period mentioned.

.....

Camp Corporation

By.....(seal)

The following lists of staffs employed in different types of camps throughout the United States serve to give some idea of the number of staff members, types of positions, salaries paid, length of employment, and in a few instances the experience, training and duties of staff members. Duties are readily understood in most instances from the titles of the positions. In addition to the salaries listed, maintenance is also included in most camps, and sometimes traveling expenses of leaders are paid by the camp management.

Type of camp: Municipal
Capacity: 110 campers

Position	Salary per month	Period of Service
Manager	$150	3 months
Life saver	75	2 months
Musical director	60	2 months
Children's director	30	2 months
Nature guide	Expenses	2 months
Assistant nature guide	Expenses	2 months
Nurse or physician	Expenses (Salary paid by City Health Department)	.....
Head cook	90	2½ months
Second cook	65	2 months
Dishwasher	75	2 months
Vegetable boy	40	2 months
Carpenter	75	3 months
Handy man	75	3 months

Type of camp: Municipal
Capacity: 200 campers
100 (weekly average)

Position	Salary per Week	Period of Service
Camp director	$49.00	14 weeks
Business manager	42.00	14 weeks
Director of girls	41.25	10 weeks
Director of boys	37.50	10 weeks
Chef	45.50	12 weeks

Type of camp: Municipal
Capacity: 380 campers (boys, girls, family)
Season: May 15 to September 7

Position	Salary per Month	Duties
Manager	$165	Makes tent assignments, orders supplies, receives complaints, etc.
Storekeeper and general activities	100	Takes care of sales, officer of the law.
Store clerk	25	Relieves storekeeper.
Nurse	50	Renders first aid.
Director of evening activities, sanitary and tent inspection	80	Arranges evening programs, inspects toilets, springs, garbage disposal, water barrels, tents and grounds.
Playground director	Maintenance	Takes care of small children's playground, 9–11 a.m., 1–3 p.m. (Children taken for whole day for pay.)
Life guards (2)	25	Guard swimming pools from 10–12 a.m., 2–4 p.m.
Chef	190	Handles supplies, arranges menus.
Chef's helper	90	Assists chef, washes pots.
Baker	150	Makes breads, pastries.
Dining room manager	60	Handles volunteer help, in charge of dining room, pantry, dish-washing.
Pantry women	30	Cut pies, cakes, bread, in charge of crackers, jelly, butter, cookies, sugar bowls, salt and pepper cellars, molasses, catsup.
Dish boys (4)	Maintenance	Scrape, wash and stack dishes.
Tent boy	Maintenance	Prepares tents for occupancy.
Sanitary boy	15	Cleans toilets.
Carpenter, $5 per day		Makes any repairs to camp, any plumbing repairs, building.
Caretakers (3 in summer)	30	Clean grounds, sprinkle, rake, all outside work, burn rubbage, haul freight, garbage, oil, etc. Permanently employed caretaker looks after equipment during winter months.
(1 all year)	75	

Type of camp: Municipal
Capacity: 70 campers

Position	Salary per week	Period of service
Manager	$35	8 weeks
Assistant manager	30	8 weeks
Assistant manager	30	8 weeks
Cook	35	8 weeks
Mechanic	35	8 weeks
Boy	15	8 weeks

Staff in a Large Boy Scout Camp

(Three Camps under Central Management)

Position	Salary	Other Remuneration	Number Weeks	Training and Experience
Chief camp director (part time)	$6,000.00 yearly	Sustenance and shelter while in camp	8	Scout executive.
Director (1 for each of 3 camps)				
Two receive	3,500.00 yearly	Do.	8	Field scout executive.
One receives	3,100.00 yearly	Do.	.....	Field scout executive.
Quartermaster	42.50 weekly	Do.	10	Five years quartermaster of camp.
Activity directors (3)	100.00 monthly	Do.	9	One—athletic director of high school. One—college graduate. One—Three years' experience in Scout camps.
Assistant quartermaster	30.00 weekly	Do.	10	Three years in same work, athletics director in Military Academy.
Camp clerk	100.00 monthly	Do.	10	Three years in same position.
Food and property man	.....	Do.	10	Scouting experience.
Three swimming instructors and life guards	8.00 weekly	Do.	8	Red Cross Certified.
Medical officer	100.00 monthly	Do.	8	Qualified M. D. approved by Department of Health.
Assistant medical officers (2)	80.00 monthly	Do.	8	Senior medical students.
Mess officers (3)	8.00 weekly	Do.	8	Junior scout leaders.
Head waiters (3)	.....	Do.	8	Junior scout leaders.
Clerks and buglers (3)	.....	Do.	8	Junior scout leaders.
Truck driver	28.00 weekly	.....	8	Experienced.
Utility and mail man	15.00 weekly	Do.	8	Scout leader.

NOTE. The salaries mentioned for the Chief Camp Director and the three directors are the yearly salaries of these officials as general Scout executives.

Type of camp: Fresh air (Conducted by University student organization)
Capacity: 120 campers
Season: June 26 to August 8, 1923

Position	Salary for season
Camp director	
Program director	$125
Nature study instructor	125
Teachers of Indian craft	100 plus one-half of profits on goods sold
Tent leaders (9)	Maintenance
Storekeeper and banker	Do.
Athletics director	Do.
Swimming director	Do.
Scouting	Do.
First aid	Do.
Duty sergeant	Do.
Chief of dining room detail	Do.
Chief sanitation officer	Do.
Team on road construction	Do.
Camp chaplain	Do.
Camp physicians (2)	Do.
Camp cook and wife—$4.50 per day	$58.50

Type of camp: Fresh air
Capacity: 200 campers
Season: June 24 to September 8, 1923

Position	Salary	No. Weeks	Experience
Matron	$115 per month	10	8 years.
Boys' director	100 per month	10	2 years, third year medical student.
Assistant boys' director	50 per month	10	Medical student, third year.
Playground director	75 per month	10	3 years playground work.
Counsellors (4 women volunteer every 2 weeks)	Maintenance	.....	Usually teachers, and those interested in children's work.
Cook	$15 per week plus maintenance of 4 children	10	Home.
Assistant cook	12 per week plus maintenance of 1 child	10	Home.
Helper	12 per week plus maintenance of 1 child	10	Home.
Janitor	15 per week	10	

Type of camp: Fresh air
Capacity: 208 campers
Season: June 25 to August 31, 1923

Position	Salary per Month	Period of Service
Camp superintendent (woman)	$200	3 months
Camp clerk	50	3 months
Girls' recreation leader (woman)	110	3 months
Boys' recreation leader (man)	175	3 months
Volunteer counsellors (16)	Maintenance and expenses	3 months
Physician (paid according to services)	.....	.....
Nurse	$110	3 months
Cook	100	3 months
Assistant cook	55	3 months
Second assistant cook	55	3 months
Dining room girls (2)	35 each	3 months
Dormitory women (2)	35 each	3 months
Dormitory girls (2)	35 each	3 months
Handy man	90	3 months
Laborer (employed as needed, no maintenance, 40 cents per hour)	.....	.....

Type of camp: Girls' Club
Capacity: 75 campers (average 30)
Season: July 1 to Sept. 4, 1923

Position	Salary per Season	Experience
1 Director	$200	Civic Center
1 Asst. Director	100	College Graduate
1 Swimming Instructor	60	College Graduate
1 Cook	55	.....

Type of camp: Institutional (Orphan Asylum)
Capacity: 130 campers (girls)

Position	Salary per Month	Other Remuneration	No. Weeks	Training and Experience
Directress	.....	Maintenance	12	Department head, technical school, camp leadership course, Teachers College Columbia University, counsellor 2 years, camp directress 2 years.
Nurse	$100.00	Maintenance	.....	Registered.
Swimming instructress	50.00	Maintenance	10	5 years swimming instruction in camps, Red Cross Life Saving.
Swimming instructress	37.50	Maintenance	8	Red Cross Life Saving and Red Cross Examiner, assistant directress girls' camp, 1 year.
Athletic counsellors	.....	Maintenance	8	College girls, 3 years' camp experience.
Music counsellors	.....	Maintenance	8	Public school teachers specializing in music.
Dramatics counsellor	25.00	Maintenance	8	College senior, 7 years at first-class camps.
Head counsellor	25.00	Maintenance	6	College graduate, 3 years at camp, municipal playground work.
General counsellors (3)	.....	Maintenance	8	Several years' camp experience.
Counsellors (11)	.....	Maintenance	2	Kindergarten and playground work, in charge of small children.
Dietitian	.....	Maintenance (Plus bonus of $25)	12	College graduate.
Cook and wife	150.00	.....	.....	Experienced.
Chauffeur	60.00	.....	12	College law student, licensed chauffeur.
Handy boy	.....	Maintenance	.....	Trade school training.

Type of camp: Girl Scout
Capacity: 70 campers
Seasons: June 30 to July 3, to August 28, 1923.

Position	Salary per Week	No. Weeks	Training and Experience
Director	$25.00	8	Regional director.
Assistant director	Maintenance	8	Local director.
Business manager	18.75	8	Business manager two years.
Nurse	25.00	8	
Nature instructor	21.87	8	College graduate, supervises nature work in public schools.
Swimming instructor	15.63	8	Examiner.
Woodcraft instructor	15.63	8	Assistant boy scoutmaster, specializing in forestry work.
Counsellors[1]	Maintenance and traveling expenses.		
Leaders training	Do.	6	Scout captain.
Dramatics	Do.	7	College graduate, dramatics course, 3 years.
Dramatics	Do.	2	College graduate, dramatics course, 2 years.
Folk dancing	Do.	8	College graduate, physical training.
Rocks	Do.	6	College graduate.
Stars	Do.	2	Mathematics teacher in public schools.
Trees	Do.	4	Local scout captain, assisted by woodcraft instructor.
Trees	Do.	4	Nature instructor.
Flowers	Do.	8	College graduate.
Singing	Do.	3	College graduate, settlement work.
Singing	Do.	2	College graduate.
Athletic and games	Do.	8	College graduate.
Signaling	Do.	4	Scout captain.
Cook	$20.00	8	In camp for two previous years.
Assistant cook	15.00	7	
Handy man	9.37	7	In camp for two previous years.

[1] Other counsellors were captains who came for a period of one or two weeks, and assisted in scout work.

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PLATE 40.—Market Day in a Girl Scout camp. Every girl not only cooks but plans meals and markets for them.

(*Copyright by Underwood and Underwood, N. Y.*)

PLATE 41.—Housekeeping unit in a Girl Scout camp mixing work and play.

Type of camp: Y. M. C. A.
Capacity: 220 campers
Season: June 2 to September 21, 1923

Position	Salary		Period of Service
	Per Month	Per Season	
Business secretary	$150		3 months
Stenographer		$140	Season
Banker		75	Season
Camp doctor		275	Season
Camp editor		90	Season
Head camping activities		125	Season
Manual training instructor		125	Season
Head dramatics		125	Season
Head athletic department		125	Season
Head life saver		125	Season
Boat man		75	Season
Launch man		50	Season
Steward		425	Season
Head waiter	80		3½ months
First cook	125		3½ months
First assistant cook	75		2 months
Second assistant cook	50		2 months
General helper	50		2 months
Baker	100		2 months
Assistant baker	50		2 months
Head dishwasher	90		2 months
Dishwasher (man)	75		2 months
Dishwasher (man)	75		2 months
Dishwasher (man)	75		2 months
Caretaker	100		12 months
(3 assistants to caretaker, at $3 per day, 70 days)		630	
Allowance for extra days' work, cook, etc.		200	

Type of camp: Y. M. C. A.
Capacity: 80 campers
Season: June 26 to September 4, 1923

Position	Salary		No. Weeks	Years Experience
	Per Month	Per Season		
Camp superintendent	$275		10	25
Camp director	150		10	10
Camp banker		$200	10	8
Storekeeper		Maintenance only	10	8
Camp physician		$225	10	
Assistant physician		Maintenance only	10	
Athletic director		$225	10	3
Aquatic director		125	10	2
Canoe trip director		125	10	4
Assistant canoe trip director		Maintenance only	10	
Woodcraft director		Traveling expenses and maintenance		
Counsellors (about 30)		Maintenance only	2	
Bugler		Maintenance only	10	
Steward		$125	10	
Cook	100		10	3
First assistant cook	50		10	1
Second assistant cook	45		10	1
Truck driver		Maintenance only	10	
Caretaker, 62½ cents per hour				

Type of camp: Y. M. C. A.
Capacity: 132 campers
Season: June 23 to September 8, 1923

Position	Salary per Week	Years Experience
Director ($3,000 per year)	.....	11
Business manager and steward	$20	8
Camp physician	25	4
Lodge leader (12)	10	1 to 4
Bugler	5	3
Cook	25	8
Assistant cook	10	2

Type of camp: Camp Fire Girls
Capacity: 200 campers
Period: June 18 to Aug. 25, 1923

Position	Salary	Service
1 Director	$500	11 weeks (Exec. Secy. of organization at $200 per mo.)
1 Asst. Director	$378	11 weeks (Asst. Secy. of organization at $150 per mo.)
24 Counsellors	(Maintenance and expenses)	1 month or more each
2 Cooks	$250 (for both)	2 months
1 Caretaker	$85 (in summer) $65 (in winter) with board	(Year round)
1 Carpenter	$4	(Per day)

Type of camp: Y. W. C. A.
Capacity: 85 campers
Season: June 9 to September 3, 1923.

Position	Salary		No. Weeks	Training and Experience
	Per Week	Per Month		
Executive ($1,900 yearly, paid by Y. W. C. A.)				
Business secretary		$15	8	Business course
Religious education director		25	8	Normal school graduate.
Athletic director ($1,600 yearly, half paid by Y. W. C. A. and half by camp management)				
Nurse		25	8	College graduate, plus 2 years, medical course.
Head counsellor ($1,400 yearly, paid by Y. W. C. A.)				
Counsellor and director of activities		15	8	College graduate, 2 years' experience in Girls' Work, Y. W. C. A., also camp experience.
Counsellors		Maintenance only	8	Minimum—1 year college training, interest in girls and experience with girls' groups, clubs, etc.
First cook	$30.00		9	
Second cook	22.50		9	
Dishwasher	12.50		9	
Camp man (and use of truck)	42.00		9	

Type of camp: Y. W. C. A.
Capacity: 250 campers
Season: June 16 to September 3, 1923

Position	Salary	
	Per Month	Per Season
Leader	$100	
Office secretary		$125
Assistant office secretary		100
Stenographer		25
Recreation leader		200
Swimming counsellor		100
Assistant swimming counsellor		35
Boating counsellor		50
Nurse	50	
Dietitian	100	
Assistant dietitian		60
Cook	200	
Assistant cook	75	
Helper	75	
Helper	75	
Housekeeper	8	
Chauffeur	75	
Chauffeur	75	
Ground boy	40	

Type of camp:[1] *Private (girls)*
Season: *Ten weeks*

Staff—(Working in both Camps, 1 and 2)

Position	Salary per Season	Training and Experience
Directors	$2,500	Many years in educational field.
Executive secretary	200	College graduate, teacher.
Assistant secretary	100	College graduate, teacher.
Accountant	220	Commercial experience, also teacher.
Assistant accountant	.....	2 years' college, also business training.
Equipment manager (in charge)	(Maintenance of self and two children	
Doctor	$125	Medical college graduate.
Tutor	150	College graduate, teacher.
General advisor of programs	250	Medical school graduate.
Swimming	200	Swimming expert, college student.
Assistant swimming	75	Swimming expert, college student.
Assistant swimming	Expenses	Swimming expert, college student.
Riding	175	2 years' military training, camp experience, medical student.
Riding	150	College graduate, riding academy student.
Sports and pastimes	135	Teacher.
Dancing	125	Dancing school graduate.
Music	125	Teacher in school of music.
Assistant music	75	University student.

Puppetry	50	Teacher in elementary grades.
Modeling	50	Teacher in elementary grades.
Campcraft	50	College graduate, camp experience.
Jewelry	150	Head of public school manual training department.
Assistants (3)	Expenses	Former campers, no previous experience.
Dietitian (in charge)	200	College graduate, special training and experience with club work.
General helper, drives truck, $18 per week and two meals a day		
Stable man—$17.50 per week	(175)	
Carpenter—$40 per week (about 6 weeks)	(240)	
Camp No. 1		
Head	200	School principal.
Assistant to head	100	Teacher.
Equipment manager	75	College graduate, private secretary.
Nurse	75	Graduate.
Dietitian	125	Housekeeper of private school.
Cook, $20 per week	(200)	
Assistant cook, $18 per week	(180)	
Helper, $14 per week	(140)	
Dining room assistants (5)—$7 per week	.....	College students who receive credit at school for this summer work; also participate in camp activities.

(Over)

Position	Salary	Training and Experience
Camp No. 1—Continued		
Handy man, $12.50 per week	(125)	
Camp No. 2		
Head	$200	School supervisor of lower grades.
Head of older girls	125	College graduate.
Assistant to head of older girls	100	Teacher.
Head of younger girls	(Maintenance of self and daughter)	College graduate.
Equipment manager	$150	Similar position in college dormitory.
Nurse	75	Graduate.
Dietitian (in charge, see general staff)		
Assistants (3)	50	Former campers, with previous counsellorship experience.
Cook, $20 per week		
Assistant cook, $18 per week		
Helper, $14 per week		
Dining room assistants (5)—$7 per week		College students who receive credit at school for this summer work; also participate in camp activities.
Handy man, $12.50 per week	(125)	

[1] Two private camps for girls operating under one management. Salary includes maintenance and is for a period of ten weeks, except when indicated otherwise. Workers who are paid by the week also receive maintenance.

PLATE 42.—Keeping the campus clean, as part of service duty activities in a fresh air camp.

PLATE 43.—Wood detail at work in a Boy Scout camp.

PLATE 44.—Cooperative preparation of food in a western municipal camp.

Type of camp: Private (girls)
Capacity: 64 campers
Season: July 6 to August 30

Position	Salary per Season	
Director		(Owner, in charge of program)
Director		(Owner, in charge of finances and makes kitchen and dining room purchases)
Counsellors		
Head physical activities	$150	
Swimming and hiking	150	
Canoeing and diving	75	
Tennis	50	
Basketball	50	
Rifle shooting	100	
Dancing	150	
Music	100	
Dramatics	100	
Craft work	100	
Story-telling	150	
	50	
Head nurse	100	
Assistant nurse		Maintenance only
Guard and chaperon (2)		Maintenance only
Head cook, $15 per week		
Assistant cook (3) $10 per week		

Arrangement for the Purchase and Transportation of Supplies

Several weeks before the beginning of the camping season the director or the camp committee should make out as complete a schedule or estimate of the supplies needed during the season as possible. The estimate will have to do chiefly with food supplies although such items as cleaning material and equipment, activities supplies, toilet paper, disinfectants, articles for the camp store,

clothing (private camps and fresh air camps), etc., will enter into the schedule.

In making up the schedule for supplies, detailed specifications as to quantity, quality, size of package or container, conditions of delivery, etc., should be included.

It will be necessary for the camp authorities to ascertain what quantities of supplies can be secured in the immediate vicinity of the camp and what will have to be purchased and transported from other sources. Prices will be investigated (perhaps bids invited) in order to secure the most favorable prices and most economical use of funds.

Retail buying should be reduced to the lowest possible minimum. Savings ranging from ten to twenty-five per cent can be made through wholesale purchasing. Co-operative buying among camps has been attempted in a few instances but this method has not been widely or very successfully adopted.

Firms from which supplies are purchased usually care for shipment to the station nearest to camp. Transportation from the station will have to be arranged by the committee or the director. This is usually done by motor truck owned by the camp or by arrangement with a drayage company in the vicinity or with a farmer.

Some camps are so situated that transportation of supplies from the station is handled through the use of motor boats. In some instances camp directors find it more economical to hire the transportation of supplies from stations than to own and maintain a motor truck or automobile. Milk, fresh vegetables and fruits, eggs, etc., obtained from the nearby farms, are usually delivered by the farmers.

All these details should be arranged before the opening of the camp so that there will be the least possible delay in properly providing the camp with wholesome food. (See *Camp Purchasing* in chapter on *Diet and Nutrition.*)

Transportation of Campers

A function of a camp committee or director is to arrange for the transportation of campers to and from camp.

The factors of special importance are safety, comfort and convenience.

Various means of transportation are employed throughout the country,—steam railroads, electric railroads, steamers, automobiles (passenger and motor bus or truck), wagons, motor boats and hiking.

Often special excursion rates can be secured for the transportation of children over railroad, boat and motor bus lines. A concerted movement is being made by the Camp Directors Association of America to secure reduced rates to and from all boys' and girls' camps in this country. Thus far, however, such arrangements have been purely local.

Camp committees of organization camps frequently secure the donation of private automobiles to transport children and mothers, boys and girls to and from camp. This is a common method of the Boy Scouts, Camp Fire Girls, Girl Scouts, and all types of social service agency camps. It is an excellent means of stimulating the active interest of the business men of the community.

A few days before time to go to camp each camper is notified by word of mouth or by card or letter of the date on which he is to go and of the place of starting.

On the specified date and hour all campers assemble and are placed in charge of adult leaders. It is especially important to have a sufficient number of adult leaders to insure the safety and comfort of the children and young people. If the route is over a railroad or boat line traveled by many other people at the same time, it is well to have some sort of a badge upon each camper.

It is often possible, when the campers are of a sufficient number, to secure a private car or a special boat. It is safer to do this whenever practicable. In the use of motor trucks, buses or passenger autos it is necessary to be especially watchful against accidents.

Baggage too large to carry should be checked in the usual way upon tickets or sent by motor trucks. If by the latter method it is well to have all such baggage assembled several days beforehand and forwarded to camp ahead of the campers. This is sometimes done over railroads and boat lines to insure the campers against a lack of articles needed for use upon arrival. It is customary in organization camps to limit the number of pounds of baggage each camper may have. Every piece of baggage

should be plainly tagged with the owner's name and tent number, if the assignment to tents be made before arrival at camp. It is better still to have the owner's name stenciled upon the baggage. It is customary for each camper to carry hand baggage. Some directors specify in their instructions to campers the articles absolutely necessary for the campers to include in their hand baggage, in order that there be a minimum of inconvenience if trunks or boxes are delayed in transit.

Accident Insurance

Because of a few instances of accident liability suits resulting from accidents to campers, occurring in transportation or in the operation of the camp, some camp committees and directors have followed the practice of taking out accident liability insurance upon the campers. This is not as yet generally practised but it is a subject to which camp committees and directors should give serious consideration.

Fire, Tornado, Burglary and other Insurance

It is simply an act of good business for camp committees or directors to insure their buildings and equipment against fire, tornado, or other possible causes of loss. Special attention should be given to provisions in camp that will lessen possibilities of loss. The installation of chemical extinguishers in different parts of the camp, the development of water storage facilities giving sufficient pressure to carry water with considerable force to every part of the camp and above the height of every structure; proper lengths and sizes of hose; the installation of covered water barrels always kept full of water together with an adequate supply of buckets; insistence upon organization of fire fighting groups well drilled in their duties are some of the fundamental precautions that should be taken. Such measures will not only result in possible saving of property but also enable committees to secure lower insurance rates.

Camp Committee and Camping

To understand camping properly, it is not only advisable for members of camp committees to visit the camps under their general direction frequently, but to live in the camps

for periods of variable duration under actual camp conditions.

Some boys' camps have instituted "dads'" week. This means that numbers of the fathers of boys in the camps attend for a week, more or less, living just as the boys live and taking part in many of the activities that the boys engage in, fathers and sons often being pitted against each other in games and sports of all kinds. The camp committee might well foster this idea and themselves form the nucleus of such groups. The value of this plan of arranging for the fathers of boys to come to camp is three-fold. First, it is beneficial to the fathers; second, it brings fathers and sons in closer touch with each other, resulting in greater mutual understanding, trust and love; third, it educates adults as to the wonderful possibilities this method of living has for the physical, mental and moral development of growing boys. In many boys' camps of the future there will probably be a section set aside exclusively for the fathers.

There is no good reason why the same plan might not be instituted in connection with girls' camps, and in fact, in a modified form it is actually in practice in some private and organization camps for girls.

In a few camps special housing accommodations are provided for committee members and parents.

For plan of "dads" in camp consult:

1. H. W. Gibson, State Y. M. C. A., Boston, Massachusetts.
2. Oscar Kirkham, Young Men's Mutual Improvement Association, Salt Lake City, Utah.
3. L. L. McDonald, Camping Department, Boy Scouts of America, 200 Fifth Avenue, New York City.

Camp Conferences

In most of the larger cities of the country there are always a number of organizations of different kinds conducting camps. There is usually a camp committee for each of these camps, representing the parent organization. It would be most valuable for the members of these various committees to hold several conferences during the non-camping season for the purpose of exchanging experiences, discussing the many problems related to the organization and conduct of camps, and studying the needs of the

entire community with respect to this important outdoor movement. A majority of the large cities of the country now have councils of social agencies, or community councils, or community chests, or some other form of association of the various social agencies operating in the city community. Several of these central associations have instituted such camp conferences but they are usually composed of the directors or other executive and instructional workers in camps. A special effort should be made to bring all the members of the camp committees into such conferences. Perhaps in some instances separate conferences of these members might be organized and conducted under the auspices of the central association of agencies. For the purpose of spreading the idea of camping as a movement having great educational values and as an adjunct to the present system of public education, it is advisable to bring into the conferences, both for executives and other camp workers and for committee members, representatives of the educational authorities. There is no good reason why every citizen, who is or who might be interested in this movement, should not be invited to attend the camp conferences.

Training Courses

For the training of executive officers, leaders and volunteers, short courses in camp leadership training are valuable. Such a course is outlined in the chapter upon leadership training. In cities having councils of social agencies such a course could be conducted under the auspices of these central councils. It might be conducted under the auspices of a public recreation department where one exists, by some college or university operating in the community, or by an association of the agencies in the community conducting camps. Members of camp committees should take a keen interest in fostering such courses because the success of the camps in which they are interested depends largely upon leadership, and there are altogether too few leaders who have had any definite training. National organizations, like the Boy Scouts, Girl Scouts, Camp Fire Girls, Y. W. C. A., Y. M. C. A., conduct regional or district conference training courses for executives and leaders. The National Association of

Directors for Girls' Camps conducts conference training schools in canoeing, swimming, campcraft, woodcraft and nature lore.

Preparation of Physical Properties for Opening of Camp

In small group camps the leaders and campers usually carry all equipment with them. Clearing of the site, pitching tents or erecting cabins, digging latrines, building incinerators and all the other necessary work incidental to opening the camp is done by the campers and the leaders.

In large camps it is usual to send, a few days ahead, a group of experienced campers led by the director or some other responsible person to make the necessary arrangements of the physical properties. Some very large camps with much permanent equipment employ one or more caretakers the year around to look after the property during the non-camping season and to put the equipment in order for the opening of the camping season. Additional helpers may be employed just before the beginning of the season to assist the regular caretaker.

At permanent camp sites there should be an analysis of the water supply each year before the opening of the camp.

CHAPTER VI

CAMP ORGANIZATION

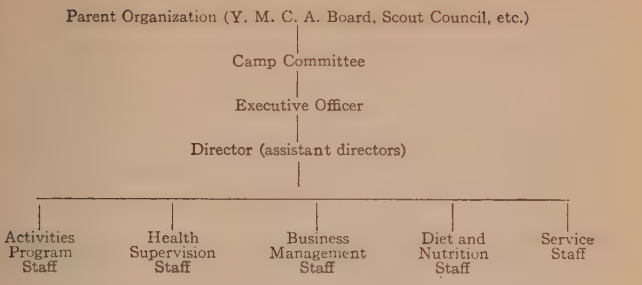
If the preliminary work has been well done, the counsellor and service staff, either through personal conference with the director or through letters from him, will have received definite instructions in their respective duties insofar as these can be stated before the opening of the camp. The campers will have paid their required fees, collected the required equipment, had a medical and physical examination, been informed of the daily program, received instructions as to place and time of assembly, and the rules and regulations governing the camp. In some highly organized camps housing assignments will have been issued to the campers before their appearance in camp.

Some camp directors make a practice of having all or at least part of the counsellor and service staff report in camp from one to three or more days ahead of the opening for the purpose of familiarizing them with the physical equipment, promoting acqaintanceship among the staff members and for discussion of the plans of organization and program. A few camp directors conduct intensive training courses during the days immediately preceding the opening of camp.

In community organization camps this plan of having the staff report in camp before the opening should never be carried to the extent of leaving an insufficient number of adult leaders to accompany the campers from the community to the camp.

Diagram of the Organization of the Camp Staff

Whether a small or a large, a short term or a long term, a children's or an adult camp, a general diagram of the organization of the staff will be about as follows:



The above is a general diagram of an organization camp. In a private camp the owner-director or executive represents in himself all the overhead organization. In many camps the executive officer and the director is one and the same person.

The entire overhead organization is the administrative staff with the main responsibility lodged in the director and his administrative assistants.

The division of program and activities includes all group leaders and counsellors. Among this staff would be found counsellors in athletics, games, swimming, boating, canoeing, life saving, riding, shooting, dramatics, music, manual crafts, graphic and plastic arts, wood craft, camp craft, etc., and in tutoring camp instructors in academic subjects.

Very few camps have counsellors in all the above activities but most organized camps have two or more counsellors or leaders in charge of special activities. In many camps one counsellor may be responsible for more than one activity.

In many camps the activities leaders are also the leaders of the basic unit group into which the campers are divided.

In the health supervision division there should be a doctor or nurse or both. In every camp, small or large, there should be one person medically trained and possessed of a practical knowledge of activities and camping. An arrangement is sometimes made with a local physician to serve as camp medical officer instead of having a resident physician. There should be one nurse for every fifty

campers in addition to the medically trained person. For every additional seventy-five campers one nurse should be added.

The business management division may include a business manager, or a clerk, storekeeper, banker, stenographer, etc. In most camps the details of the business management is handled by the director with some volunteer assistance from among the counsellors or campers. The director, however, should be freed as much as possible from the business details of the camp.

In the diet and nutrition division may be found steward, dietitian, cook, assistant cooks, baker, assistant baker, dish washers, waiters, general helpers. In most organized camps this staff is composed of a cook and one or more assistants with details of campers assisting in all other duties.

The general service staff may include housekeeper, matron, maids, carpenter, utility man, chauffeur, caretaker, boat man, gardener, farmer, etc. In most organization camps the duties of this division are largely cared for by the campers themselves.

In the organized camps of America there are various plans of carrying on the functions of the divisions outlined above. In some large camps the divisions may be organized into departments.

For example, in one large private camp there are departments in swimming, canoeing, riding, sports and pastimes, dramatics, nature lore, camp and woodcraft, trips, handcrafts, food, equipment, camp accounting and office, general service, etc.

In the "Standards of Leadership" issued by the Girl Scouts, Inc., the following departments are recommended in camp: business management; menus, food and supplies; health; safety; educational program; playtime; woodcraft and woodlore; and camp duties or "kapers."

The following is an example of the duty organization of the staff in a Boy Scout camp:

Duties of Staff Officers

Boy Scout Camp—1923

CAMP DIRECTOR

Supervise everything
Tent lists
Insignia
Teach when required
Tent inspections
Merit Awards
Greet visitors
Inspect with camp doctor
Etc.

ADJUTANT

Bank

Quartermaster Department
Details (assignment and inspection of work)
Supervise all manual work
Conduct all military drill

PERSONNEL OFFICER

Take { Visitor's money for meals / Board money / Truck money }
Have charge of hikes
Act as Major at inspections
Obtain Sunday speakers
Bible reading
Tent inspections

COMMISSARY CLERK

In charge of Mess Hall
Number of eaters
Figure cost of food
Dish cloths—tubs—water (inspect)
Drive Ford truck
Order all food

CHIEF INSTRUCTOR

Get teachers for classes
Make out schedule of classes
Teach merit badges and first class
Supervise all classes
See that Scouts attend classes
Assign Scouts to classes
Post records of tests passed
Provide substitutes for absent teachers

CHIEF LIFE GUARD

Tent inspections
Give life guard tests
First class swim
See that life guards are on duty during swim
Teach swimming
Give boat and canoe permissions
Have charge of all meets (athletic and aquatic)
Appoint the clerk of course
Keep following lists:
1. List of non-swimmers
2. List of life guards
3. Learned to swim
4. Swimming and life-saving merit badges
5. Across lake and back
6. Around lake

CAMP DOCTOR

(First Aid Man)

Answer sick call
Health inspection
Color Guard inspect { Latrine and Incinerator / Cess Pool. Water Supply / Tin can hole. General health of camp }
Teach classes
Obtain doctors for each week

BUGLER

Bugle calls
Keep track of own time
Keep headquarters in order and clean
Have charge of the library

The following is an example of the duty organization of the staff in an institutional camp:

Directress. Complete charge of organization and running camp, and employing of staff.

Two Swimming Instructresses. Complete charge of all swimming and everything connected with swimming and life saving. One of them also has charge of the library.

Head Counsellor. Assistant to Directress, and in charge of camp athletics and of the point system. Also assists in selection of staff.

Counsellors. Complete charge of children when on duty, each one supervising the work and the activities of a small group of ten campers.

Nature Counsellors. Full charge of museum and of all nature work throughout the camp.

Dietitian. Ordering of food; checking up of food; in charge of store room; making and submitting of menus to camp directress; outside purchasing of fresh vegetables and in charge of candy and postage selling to the campers.

Handy Boy. Hauling of supplies across lake, in charge of lanterns and does odd jobs about place.

Nurse. Full charge of health of children and care of heads.

Dramatic Counsellors. In charge of dramatics and assisting all other counsellors who wish to give entertainments with their groups of children.

Chauffeur. Drives truck to and from city with laundry and supplies. Meets other supplies at station. Meets trains. Helps handle all supplies. Is in charge of fire wood, and disinfectant tank.

Cook and Wife. Do all the cooking and have full charge of kitchen, cleanse all pots and pans and other equipment in kitchens and store rooms.

General Assemblies

As soon as practicable after the opening it is customary in nearly all types of organized camps to have a meeting of everyone in camp. The first meal together or the first camp fire may be made the occasion of this first general assembly or a special meeting may be called. At the first assembly the director explains the program, discusses the rules and regulations, giving clear reasons for each one, informally introduces the staff members and explains their functions (or the staff members are personally given an opportunity to outline their plans) and presents other

PLATE 45.—Personal inspection in a Boy Scout camp

PLATE 46.—Ready for inspection of tents and grounds in a Boy Scout camp.

matters relating to the welfare of the camp. The first service duty assignments may be made at this assembly also. A few of the natural general assembly opportunities are meal times, camp fire, and religious services on Sunday. Some camps have a special hour during each day or week for general assembly.

Staff Conference

For the purpose of securing unity in the program, complete understanding of purposes and of plans, developing and maintaining esprit de corps and for the discussing of the many problems that constantly arise in the conduct of a camp the director should have regular conferences of his counsellors throughout the entire camping season.

The director should likewise keep in close personal contact with all staff members through individual conferences.

Some directors organize their assistants and counsellors into committees, each committee being assigned some specific field of duties to cover while in camp. One such camp has six major committees, viz.: instruction, equipment, physical activities, kitchen and dining room, special features, sanitation and camp hygiene. There are three counsellors on each committee. The chairmen of these committees compose a cabinet which meets twice a week with the director. The major committees have as many sub-committees as are deemed necessary. For example, the physical activities committee has sub-committees upon boxing, rowing, football, golf, basket ball, tennis, swimming, wrestling, etc. These sub-committees make reports to the major committees and through the chairmen of the major committees to the director.

Staff Rest and Recreation Periods

The life of a leader or counsellor, especially in an organized boys' or girls' camp, is not an easy one. The earnest counsellor, consciously or unconsciously, has a feeling of responsibility twenty-four hours of the day. It is highly important for the maintenance of the physical and mental fitness of the staff that the counsellors, following some plan of rotation, be entirely relieved of duty at least one full day out of every week and allowed to get

away from the atmosphere of the camp if they wish to do so. For the same reason it is important that counsellors have a few hours to themselves each day. Some camps provide a special tent or permanent structure for the use of counsellors or leaders when off duty. This should preferably be in some secluded place removed from the immediate camp site.

As an aid in maintaining esprit de corps and getting into closer touch with each other, directors will find it valuable occasionally to arrange short trips ending with a picnic supper and camp fire for groups of leaders who are off duty.

Organization of Campers

Basic Unit Organization

It is the common practice in all types of boys' and girls' camps to group the campers into small units ranging from seven (some instances less) to ten or twelve persons, each unit being under at least one adult leader or counsellor.

In most community organization camps for boys and girls it is the practice to house each unit together with its leader. Sometimes, however, the leader has separate housing quarters near his unit. It is a common practice also to select one of the older campers in the unit to act as an assistant to the adult leader.

This small unit organization forms the basic unit for many of the activities of the camp such as duty assignments, trail and camp craft, dining, games, swimming, nature lore and woodcraft, tent inspection awards, drill and ceremonial formations, pageants, camp fire entertainments, etc.

In the housekeeping plan of unit organization for older young people, such as is being used by some of the organization camps and by a few of the private camps for graduates, the members of the group also do all their own cooking and dishwashing as well as all other necessary housekeeping duties.

Age Divisions

In camps receiving children of varying ages there is generally a secondary division into juniors and seniors

or into midgets, intermediates, juniors and seniors. In these instances the unit organizations of the age divisions are housed as far as possible in separate divisions or sections and the programs arranged to suit the physical and mental development of the children of the respective groups.

Organization Upon Basis of Individual and Group Awards and Honors

Many boys' and girls' camps have systems of individual awards and honors in which the children compete not against others but against themselves in efforts to attain to certain standards of proficiency. In the pursuit of these awards and honors the basic unit of organization is broken up, each camper performing the necessary activity or activities independently under the direction of the leaders or joining with a group seeking attainment in the same activity.

In group award and honor schemes the basic unit usually works together, the sum total of their effort winning the honor or award.

(See detailed presentation of various systems of awards and honors in subsequent section of this chapter, pages 250 to 271 inclusive.)

Special Group or Departmental Organization

Some camps permit campers to select activities they wish to pursue, each camper signing up for such activities as in a high school or college. Instruction is given to the entire group signed up for any particular activity at some time during the day or week. The basic unit is thus broken up under this plan.

In some camps such type of organization is handled upon a club basis. For example, in a Girl Scout camp there were the camera and hiking club; dramatic club; first aid club; nature club; signaling club; judging heights, weights and distances club. Each girl could indicate during the first few days in camp the first and second choice of clubs, the final choice depending somewhat upon her swimming classification. In the camp cited, swimming, life saving and diving were major activities which every girl was required to take. Special group activities without

any definite instruction like excursions to points of historical or scenic interests, etc., are also organized and conducted in many camps. These, of course, may be of the highest instructional value also.

Grading as to Degrees of Proficiency

In swimming, boating, canoeing, riding, etc., the campers are usually graded as to proficiency, special attention being given to safety and instruction of the least proficient in any given activity.

Mass Activities

Certain activities are conducted en masse, all campers participating as individuals or as unit groups. Examples are swimming meets, pageants, athletic meets, camp fire entertainments, religious services, community singing, etc.

Self-Government Organization of Campers

A few attempts have been made in organized camps for boys and girls to institute self-government, especially among senior campers. These schemes involve the idea of a direct and detailed participation of the campers in the management of the camp.

One such camp at a general assembly—composed of the executive staff, counsellors or leaders and senior campers—elects for a period of three weeks a camp council of six members two of whom shall always be leaders and four chosen from among the senior campers. The purpose of the council is to make rules and regulations, provide for their enforcement and consider all problems relating to the welfare of the camp. The head of the council is always a camper. The constitution of the council provides that the counsellor representatives shall appoint the various duty details from among the campers. For the hearing of complaints and passing of judgments a summary court and a special court are provided. The summary court consists of the camper head of the council and one other camper member. This court hears only complaints of a minor nature. The special court is composed of all the members of the council and one other person called in at the time. This court hears major complaints. The rules and regulations define minor and major offenses.

The various so-called self-government schemes are really not, as a rule, genuine self-government but are rather plans for the *cooperation* of the director and counsellor staff with the campers in the government of the camp. A study and trial of such plans by camp directors everywhere is recommended.

Boys and girls of senior age are capable of carrying responsibility to a far greater degree than adults commonly believe. In making decisions as to conduct their judgments are likely to be eminently fair and impartial. In relation to program activities they are usually full of inventions. In the routine management of the camp few things will make them more attached to the camp than the right not only to participate in daily duty activities but also the right to have some little say in how these shall be done. Not the least of the advantages of self-government is the education of the director and counsellors themselves. It is sure that they would have their minds and hearts profitably opened at the suggestions advanced by the boys and girls concerning programs, rules and regulations, enforcement of rules and general management.

Practically all adult camps of a cooperative, non-commercial type are self-governed. In municipal camps and some settlement and church camps admitting adults is found committee organization that partakes of the nature of self-government.

Organization of Campers and Staff for Dining

There are two methods of serving food in organized camps, the cafeteria plan and the regulation restaurant service with waiters. In the latter plan the family method of serving the food is practiced, i.e., the food is brought to the tables in quantity and served by the leaders.

The seating is usually done by tent group, by patrol, or by whatever is the basic unit organization of the campers, each group with its leader or counsellor. The leader acts as the head of the table family, serves the food, maintains order and instructs the campers in good table manners. If the regulation restaurant plan is followed he sees that each camper has sufficient food but that none is wasted.

A private camp for girls has the following inter-

esting system of seating. There are nine tables all but one of which seat from six to eight campers with two counsellors. One counsellor at each table is "permanent" while the other moves each week to another table in a prescribed order. The campers draw for tables each week and remain at no table longer than two successive weeks. They seat themselves as they please for the first meal, then remain throughout the week in the same order, each one moving one seat to the right for each fourth meal. Two seats at each table are "waitress'" seats and whoever occupies them are waitresses in their respective turns for three meals.

For the purpose of promoting service, maintenance of order, and instruction in manners, etc., it is preferable to have tables of a size sufficient to seat only the basic unit group with its leaders rather than long tables seating two or more units.

It should be a definite standard of the camp that everyone be on time at meals.

It is customary (and should be an invariable custom) to have a silent or an audible grace before meals. The audible grace may be spoken by one person or spoken or sung in unison.

During the meal singing by the different groups or by all the campers is encouraged in many camps. Lively conversation and occasionally group yells are also encouraged. Enjoyment of food and digestion is promoted by a joyful atmosphere at meal times. It is customary to greet visitors at meals with a greeting song or yell.

Meal hours are frequently the occasion for announcements and short talks by the director, one of the counsellors or a visitor. In some camps special devotional exercises are conducted in the dining room immediately after breakfast.

In camps serving cafeteria style everyone is his own waiter and usually his own dishwasher and drier. In most organization camps using the regulation restaurant plan of service, details of waiters are formed from the basic unit groups, following a rotating schedule agreed upon by the director and counsellors or leaders. (See the plan of selection of waiters in use in a private camp for girls in a preceding paragraph of this section.) Some

of the private camps have persons other than the campers to wait upon the tables and perform other service duties. These are usually obtained through high schools or from among undergraduates in colleges. Occasionally some of the campers may pay part or all of their fees through such services.

It is desirable at all times to have the dining room and tables attractively decorated with flowers. This may be made a very pleasant service duty for details of campers.

Organization of Campers for Service Duties

Service duties may include preparation of camp site, construction of camp, making beds, keeping housing facilities clean and orderly, orderly care of personal belongings, policing grounds, waiting upon table, aiding in the preparation of food, washing and drying dishes, cleaning dining room and kitchen, looking after sanitary condition of toilets and latrines, construction of roads, walks and trails, planting of shrubbery, trees and flowers, erection of different kinds of buildings and various other kinds of service activities necessary in the operation and development of a camp.

These various service duties may or may not be a part of a system of awards and honors. They usually are a part of such systems but are also frequently a part of the necessary routine of daily living without any relation to awards and honors.

Some camps have as a part of the program a series of project activities of a service nature, which any basic unit group may elect to undertake during the camping period.

Though the service duty details are usually based upon the housing groups or other basic units, such as the patrols of scouts, and the bands or tribes of the Woodcraft League, they may be formed by an arbitrary organization and assignment of the campers.

A cardinal principle of such organizations as the Boy Scouts, Camp Fire Girls, Girl Reserves, Y. M. C. A., Girl Scouts, etc., is service. Cooperative boys' and girls' clubs, cooperative adult organizations of many different kinds likewise emphasize this principle. In all camps conducted by such organizations personal service is a paramount

duty and is made much of in programs. In most of the western municipal camps it is a rule that campers must give one hour each day to work connected with the operation or the development of the camp.

The following are examples of service duty details in a few organized camps:

Boy Scout Camp

Daily Duties of Vegetable Detail

1. After each meal: All scouts on this detail go directly to open-end of hike shack and wait for instructions.

Daily Duties of Dish-washing Detail

1. After each meal: One Scout stands at windows and scrapes all refuse off plates into garbage pail.

One Scout stands beside him and stacks dishes near wash-tub.

One Scout works at washing tub, taking dishes in the following order: Cups; pitchers; knives, forks, and spoons; plates; serving dishes.

One Scout works at rinsing tub, placing rinsed dishes on drip board, setting plates and cups upside down.

Others wipe dishes and put them away in racks.

Floor and tables, etc., are then wiped.

Daily Duties of Inside Clean-up Detail

1. After each meal: Two Scouts wash tables with warm water, washing powder, using cloths or hand mops.

One Scout follows with dry cloth and wipes tables.

One Scout sprinkles *a little* water on the floor to lay dust.

Other Scouts sweep floor systematically and thoroughly, picking up dust in dust pans and putting it in fireplace.

Hand mops are rinsed under hot water faucet and hung out to dry on back porch when tables have all been cleaned.

Daily Duties of Scouts Assigned to Clear Tables After Meals

After each meal: Scrape all refuse on all plates and saucers into one plate.

Take all pitchers and empty them if they contain water; if they contain milk or cocoa take them to kitchen window.

Similarly scrape serving dishes, but if they contain food take them to kitchen window.

Take *cups and silverware first to crew-house window;* then take plates, carrying plate containing garbage separately.

Daily Duties of Lamp Trimmer

1. After breakfast: Clean all lamp globes and lantern globes, and wipe lamps.

2. After supper: Fill all lamps and lanterns with kerosene if necessary.

Light hospital and headquarters lamps after retreat, and carry a lighted lantern to the toilet, bringing it back the first thing in the morning.

Daily Duties of Headquarters Orderly

At convenient time sweep out Headquarters, dust desks; empty waste boxes into wheelbarrow when outside clean-up detail is going the rounds in the morning. Answer all bell calls.

Daily Duties of Outside Clean-up Detail

1. After breakfast: The Scouts sweep the Court-house, scrub seats and floor, clean up paper, etc., in vicinity, replace toilet paper.

One Scout cleans basins and sink at end of lodge, hangs up basins, scrubs bench, and cleans up vicinity of drinking fountain.

Two Scouts sweep front porch and walk, get wheelbarrow and gather contents of all waste boxes; also pick up anything on grounds in front of lodge.

One Scout sweeps front and back porch of Q.-M., and picks up anything on grounds in front of Q.-M., garage, and caretaker's cottage.

As soon as any of above are through they help the Scouts who are getting boxes.

Leave wheelbarrow load of waste paper at incinerator.

2. After supper: Police all grounds again, and pick up whatever has been dropped near waste boxes.

Daily Duties of Incinerator Detail

1. After breakfast: Two Scouts take crowbars or pipe and smash or flatten cans in pit.

Two Scouts with shovels take dirt from sides of pit and cover piles of cans outside.

Two Scouts collect waste wood, dead branches, etc., from behind Hike Shack and Q.-M. building, and bring them to pit. Tin cans are then brought from garbage cans.

Fire is then started in pit and waste paper from outside Clean-up detail is added.

One Scout remains to watch fire until Assembly for Instruction.

Daily Duties of Wood Detail

1. After breakfast: Five Scouts go to rear of caretaker's cottage and get wood.

One Scout splits wood brought over, another helping him as soon as first load has been brought.

Others then carry wood into kitchen until box is filled.

Extra wood must be split and left on pile.

Then all Scouts go to Camp-fire point and collect material for camp-fire.

Fireplace wood box must be replenished if necessary.

2. After dinner: Go to Camp-fire point and complete building of camp-fire. Refill kitchen wood box.

3. After supper: Refill kitchen wood box. Light camp-fire when First Call is sounded.

Daily Duties of Kitchen Detail

1. After breakfast: Two Scouts wash pots and kettles at kitchen sink.

Two Scouts empty serving dishes brought in from mess hall.

One Scout carries these dishes back of crew house, and then cleans up bench and floor of back porch.

One Scout cleans up pantry and cooler.

Scouts emptying serving dishes then clean up kitchen table, and mop floor.

2. After dinner: Similar work as required.

3. After supper: Similar work as required.

Private Camp for Girls

Detailed Instructions for Kitchen and Dining Room Service

Wear an apron to K.P. (Kitchen Police detail.)

Arrive 15 minutes before the meal.

Wash off tables *before* and *after each meal.*

Set tables completely,--including the placing of napkins, and pouring of water.

For breakfast and supper inquire of the counsellor as to the number of dishes and utensils needed.

Until the first part of the meal is served, all four of the K.P.'s should be on duty in the dining room. Thereafter, two of them should be in the kitchen, and two in the dining room.

The center table in the kitchen should be left clear for dishing up food; and K.P.'s are not to pass by the side of the table opposite the stove.

In serving, pass food to the leaders first.

Pass and remove from the left. Put plates down from the right.

PLATE 47.—Life-saving instruction in a Boy Scout camp.

PLATE 48.—Instruction in First Aid in a Boy Scout camp.

Photograph from Wide World Photos.

PLATE 49.—The breast-carry in life-saving demonstration. Girl Scout camp.

Serve bread and butter *after* the vegetables.

K.P.'s should not talk to the girls, or the girls to K.P.'s.

After the meal, K.P.'s eat in the dining room.

Do not hurry the people while they are eating, but begin taking off dishes immediately they are through. Do not wait for all the girls, if the leaders are through.

In clearing off the table, two girls should clear, one should stand at small table in the kitchen and scrape and stack the dishes, while the other should work at the sink or wherever needed.

In carrying from the table, use trays on which to stack the dishes, but never stack dishes containing butter. If necessary, use extra plate on which to place butter. Stack silver on one side of the tray, and the dishes on the other side.

Scrape food from dishes into one plate or other receptacle making them as clean as possible. Scrapings are to be burned or put with chicken food.

Cocoa cups, etc., should be rinsed before put in the dish water. (Rinse by pouring water from one into another. Remember that we have to pump our own water—therefore, save it.)

Put water from drinking cups into kettles which are to be soaked. Also put dirty dish water in such kettles.

Pour water from pitchers in dining room into one pitcher, and give to leader K.P. who will put it in tea-kettle.

When there are a few dishes only, use small dish-pan in order to save water. For washing dishes, use as hot water as possible. If you use a dish mop you can use very hot water. Always use *very hot* water for rinsing. Whenever possible use drainer to save dish towels.

Always use soap in the dish water—2 or 3 tablespoonfuls to half a dishpan of water. Do not waste soap, but use enough.

Please keep the dish towels clean. Wipe the insides of the kettles only. If the outsides need wiping, do so with a wrung-out dish cloth.

Do not leave dish towels lying around, and always rinse out when through using them.

See that the floors are swept, and that the tables in the dining room and kitchen are wiped clean before leaving the rooms.

Pick up all papers outside the kitchen tent before leaving duty.

The following is an example of daily duty assignments in a private camp for girls under self-government. The

duty details are appointed by the counsellor representatives upon the self-government camp council. The details are: officer of the day, one girl; fire corporals, wood corporals, chicken corporals, water corporals, milk corporals, two girls each; kitchen duties, four girls.

An example of waitress duty in a private camp for girls follows: "At the warning signal before meals the waitresses come to the dining porch. It is the duty of one of the waitresses at the director's table to ask at the Dutch door what utensils are needed for the meal and to inform the others. This means that the assistant cook is disturbed once instead of a possible eighteen times. All cold foods (bread, butter, milk, etc.) are placed by the cooks on the serving shelves at this time and put on the tables by the waitresses.

"At the final signal for the meal the tables are ready, and the waitresses are standing in their places. When all are seated one waitress from each table goes to the door where the hot plates are given out, the others go to the food door. Thus two orderly lines are formed and delays are avoided. When everything has been brought to the table and the waitresses are seated the 'permanent' counsellor serves the main course, the two girls on her left serving the vegetables as she passes each plate to them. At the end of the course the soiled dishes go to one door and the left-overs to another. The waitress who brought the hot plates removes the left-overs. The soiled dishes are passed to the girl next to the other waitress and it is her duty to scrape all plates neatly and quietly onto one and to place the silver onto a scraped plate. If public opinion obliges each camper to eat what is on her plate, this scraping process is a simple one. The waitress then takes the stacked plates and silver on her tray to the other door, handing the scraped plates into the the kitchen, sorting and placing the silver in the box provided for that purpose, and putting the scraps into the pail. The dessert is then brought by the waitresses and at the end of the meal the same form is gone through. Each camper crumbs her own place with her paper napkin, the dishes and silver are collected as above and the soiled paper napkins placed in their box."

Examples of Service Organization of a Girl Scout Camp; Patrol Unit

"Kamp Kaper Duties"

I. Table Setters and Dish Washers.
  1. Setting tables.
    a. Sugar bowls.
    b. Salt and pepper.
    c. Butter.
    d. Service spoons.
    e. Flowers
  2. Serving.
    a. Passing bowls and platters.
  3. Dish washing (work in pairs).
    a. Wash and dry girls' dishes.
    b. Clean off tables.
    c. Police mess tent floor.
    d. See that Service tent is orderly.

II. Kitchen Helpers.
  1. Help the cook.
    a. Peel potatoes.
    b. Squeeze lemons.
    c. Run errands.
  2. Place serving bowls of food on service table.
  3. Fill dish pans with *hot water*.
  4. Wash kitchen dishes and serving bowls.
  5. Police grounds.
  6. Fill, and keep filled, water cooler.

III. Wood Gatherers and Camp Fire.
  1. a. See that enough wood is stacked for breakfast.
    b. Keep up supply.
  2. Lay camp fire.
    a. Light camp fire.
    b. See that camp fire is kept up.
  3. Put out camp fire.

IV. Grounds, east end.
  1. Pick up all trash, dried grass, sticks, etc.
  2. Keep grounds clean.
  3. See that all hoes and rakes, etc., are put back by those taking them from regular place.

V. Grounds, west end.
  Same as IV.

VI. Headquarters and Red Cross Tent.
A.—Headquarters.
1. Put in perfect order.
a. Books.
b. Athletic equipment.
c. Handicraft materials.
d. Flowers.
2. Rake surrounding grounds.
3. Roll up sides during day.
4. Stake down at night.
5. Place lighted lamp in tent at night.
6. Must be kept in order during day.

B. Red Cross.
1. Roll up tent in the morning.
2. Rake up surrounding grounds.
3. See that all medical supplies are in perfect order.
4. Do errands for Nurse.
5. Act as orderlies during day.
(2 out of patrol on duty.)

VII. Latrine and Wash place.
A. Latrine.
1. Lime and cover to a depth of 18 inches each day.
2. See that a supply of toilet paper is on hand.
3. Wash floors and seats with disinfectant solution.
4. Place lighted lamp at latrine before dark.

B. Wash place.
1. See that waste water can is disinfected.
2. Turn in at headquarters all basins and towels left.
3. Clean benches.
4. Police grounds.

VIII. Color Guard.

IX. Hostesses.
1. Welcome all visitors.
2. See that visitors have places at Counsellors table and are served.
3. Be responsible for the comfort of visitors.

Weekly Schedule of Kamp Kapers Assignment for one Week

Kaper Duties	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.	Mon.
I. Table Setters and Dishwashers	1	2	3	4	5	6	7	8
II. Kitchen Helpers	2	3	4	5	6	7	8	9
III. Wood Gatherers and Camp Fire	3	4	5	6	7	8	9	1
IV. Grounds (east end)	4	5	6	7	8	9	1	2
V. Grounds (west end)	5	6	7	8	9	1	2	3
VI. Headquarters and Red Cross Tent	6	7	8	9	1	2	3	4
VII. Latrine and Wash Place	7	8	9	1	2	3	4	5
VIII. Color Guard	8	9	1	2	3	4	5	6
IX. Hostesses	9	1	2	3	4	5	6	7

Roman figures indicate number of Kaper duty; Arabic figures indicate number of Patrol on that duty.

Institutional Camp

Service Duties

Sleeping Quarters Nos. 1 and 2. This duty is done once a day, immediately after breakfast. Sweep along aisles, sweep out under the beds, using brooms and dust brushes, deposit the sweepings and rubbish in receptacles provided for that purpose. Any clothes found on floor or not in place to be turned in to Counsellor. Bring rubbish box down to the back of the mess shack and empty into large box kept there, and return it to hangar.

Sleeping Quarters No. 3. The same as above. The girls who do No. 3 will also wash Counsellors' dishes. The Counsellors' dishes are to be washed in tub 4, rinsed in dishpans and the dishes put away in the closet, neatly.

Latrine and Wash House. This duty is done three times a day. In the morning sprinkle disinfectant on the floor and sweep vigorously. Wash toilet seats with a solution of disinfectant. Clean wash stands, troughs and tubs. See that there is plenty of toilet paper and soap. Empty trash box. Bring all clothes found hanging around to Counsellor. Put lime down holes if necessary. After lunch and after supper, sprinkle floor with disinfectant, wash toilet seats with solution of disinfectant and see that there is plenty of toilet paper.

Recreation Hall. This duty is done once a day. Sweep up and clear up the recreation hall, putting chairs, benches and all articles of clothing, etc., in place. Sweep steps leading down to mess shack, stairs leading to car locker, and deposit

all rubbish in general rubbish receptacle. Bail out all boats.

Camp Police. This duty is done once a day. Pick up all papers, rubbish and refuse lying within camp grounds. Rake paths, clear up fireplace, and put in a supply of wood for indoor fire. Clear up Council fireplace. Light fire in the incinerator.

Kitchen Police. This duty is done once a day. Inquire of cook what work needs to be done for the preparation of meals. Use the table nearest the bread closet on rainy days, setting it when you are finished with your work. Clear up every bit of mess you make. On clear days use tables back of the kitchen and clear up all mess.

Dishes A. M. and P. M. Stack, scrape, wash, rinse and drain dishes. Wash dishes in tubs 1 and 3. Rinse in tub 2. Tub 4 is for the Counsellors' dishes only. Put dishes to drip on racks. Clean up sinks, disinfect them. Remove all garbage to garbage cans. Cover garbage cans.

Dining Room. This duty is done three times a day. While dish washing is going on in the morning, clean shelves where dishes are kept. Set tables when the mess shack girls are through cleaning up the mess shack. Cut and distribute bread before each meal. Keep bread closet and bread table in order. Take newly washed dishes and put them away neatly.

Mess Shack. This duty is done three times a day. Wash and scrub all tables, sweep out mess shack using dust brushes and brooms; sweep front stairs. Keep brooms and brushes in order.

(See pictures facing pages 178, 179, 188, 189, 196 and 197 for illustrations of service duties.)

A Boy Scout Camp

Project List

Six "Department" Projects for the Entire Period—50 points or more on completion:

1 *Safety and Sanitation.* The tent leader in charge of this project will be known as the Superintendent of Safety, and will look after all matters along this line for the entire camp, except of course the regular work done by the clean-up and incinerator details. The job includes the following:

Seeing that life buoys are always in place at dock, at swimming beach, and on diving tower; seeing that fire buckets are kept in place and all fire barrels kept filled; seeing that hose is properly cared for and kept in place; to paint red the two-inch hydrant and both one-inch hydrants; to inspect all parts of camp frequently for the purpose of discovering and reporting to ..... any unsafe or unsanitary condition.

This project accepted by tent No.....Leader.....

2. *Buildings.* Tent leader to be known as Building Superintendent. Duties are to look after the condition of all camp buildings (not tents), and to do particularly the following things:

To paint the window casings, door casings, and sills of the lodge with yellow paint; to repair broken windows, rustic foundation work, etc.; to hang door to cot basement on barn-door hinges; to repair all doors, door fastenings, etc.; to see that lodge and porch furniture is kept in proper places, that visitors' balcony and shack are always ready for occupancy; to make additional ventilator in cooler through roof; to make any other improvements approved by .....

This project accepted by tent No.....Leader.....

3. *Grounds.* Tent leader known as Superintendent of Grounds. Duties to look after the improving and beautifying of camp grounds by removal of dead limbs, dead trees, stumps, logs, etc., to fill holes in parade ground, burn brush, and especially to sprinkle parade grounds every night; to remove unsightly rocks, and to report any oversight on the part of the Outside Clean-up detail. All new improvements to be first aproved by .....

This project accepted by tent No.....Leader.....

4. *Boats.* Tent leader to be known as Boat-keeper. Duties as follows:

Keep all boats pumped or bailed out, keep proper oars and other equipment in boats, touch up paint-work as needed; clean boats when needed; make sure moorings are secure; to repair oar-leathers, polish brass-work, overhaul rigging, and keep sail loft in order at all times. Direction of.....

This project accepted by tent No.....Leader.....

5. *Roads and Trails.* Tent leader to be known as Superintendent of Roads and Trails. Duties as follows:

To repair and improve camp roads and trails, to erect and maintain proper signs, to develop the Dan Beard trail.

This project accepted by tent No.....Leader.....

6. *Public Utilities.* Tent leader to be known as Superintendent of Utilities. These include the water system, the drainage system, cess pools, sinks, etc. Duties as follows:

To repair and improve the pipe lines, to inspect them frequently for leaks or other damage, to repair drains and sinks, to see that water is regulated properly at toilet, that gasoline and kerosene cans are kept closed and in place. Also to repair and look after signal tower and dock.

This project accepted by tent No.....Leader.....

Fifty points for satisfactory service; extra points for particularly good improvements and unusually good care and performance of duties. Work at these projects during time in afternoons and in mornings when not on detail.

Medical and Physical Examination

For the purpose of detecting possible infectious and contagious diseases and securing a basis of evaluation of the physical benefits of the camp, it is advisable as soon after the opening of the camp as possible, preferably upon arrival in camp, to have the physician (in some cases the nurse) examine each camper. This is in addition to the examination recommended before coming to camp.

It is desirable also to have regular examinations and weighing of campers throughout the camping period in order to obtain data upon which to base regulations as to participation in activities, diet, rest, sleep, etc., and to make up a final statement of the benefits from the camping experience. If possible this should be done once every week.

It is advisable also to have daily inspections of hands, nails, teeth, condition of hair and the general appearance of the campers.

Some camps offer awards and honors for the observance of certain health habits. This is strongly recommended as a means of establishing such habits.

Some camps use a daily score card upon which the camper records the performance of certain health habits. If there has been no performance the space for that day is left blank.

Example of a Medical and Physical Examination Blank Used in a Private Camp for Girls

Part of the face of the blank is filled out by the camp office and part by the counsellor. The reverse side is filled out by the camp physician and nurse. A copy of the card is sent to the parents of the camper.

Name.....Camp.....Year.....
Age.....Counsellor's Name.....
Address.....
Father's Business.....
Length of Time at Camp.....Tent mate.....
Activities.....Honors.....
Character of Work.....

PLATE 50.—Riding in a private camp for girls.

PLATE 51.—Ready for a plunge. Camp Fire Girls' camp.

Estimate as a Camper—Special difficulties—Suggestions for next year.....
(*Reverse side of card*)

	Beginning of Season	*End of Season*
Height	.....	.....
Weight	.....	.....
Heart	.....	.....
Lungs	.....	.....
Eyes	.....	.....
Ears	.....	.....
Nose	.....	.....
Throat	.....	.....
Teeth	.....	.....
Feet	.....	.....
Posture	.....	.....
General health	.....	.....
Special note	.....	.....

(*Original size of card: 5 by 8 inches.*)

Example of a Medical and Physical Examination Blank Used in a Y. M. C. A. Camp

Health Examination

Name.....Address.....Age.....
Parent's Name.....

1. Height.....
2. Weight on arrival at camp.....
3. Best previous weight.....
4. Weight after.....days of camping.....
5. Posture.....
6. Eyes.....
7. Ears.....
8. Nose.....
9. Throat.....
10. Teeth.....
11. Heart.....
12. Lungs.....
13. Hernia.....
14. External Genitalia.....
15. Hemorrhoids.....

Remarks.....
.....

Examiner.....
Date.....

Medical Record Form Used in an Organization Camp for Boys and Young Men

Camp Medical Record

Name.....Address.....
Age.....Height.....Weight.....
History—Rheumatic fever Tonsilitis Sore Throats
Chorea Growing pains Diphtheria
Scarlet Pneumonia Influenza
Operations Accidents Miscellaneous
Physical Examination
General appearance.....
Musculature nutrition.....
Hair.....Eyes.....Ears.....
Nose.....Teeth.....
Throat.....Tonsils.....
Glands.....
Lungs.....
Heart—Size.....P.M. 1.....
Sounds.....
Murmurs.....Thrills.....
Functional response.....

(*Reverse side of card*)

Genitals.....Hernia.....Skin.....
Extremities, joints, bones.....Flat feet.....
Nervous system.....Reflexes.....
Summary of state of health—Excellent.....
Good.....
Fair.....
Poor.....
Limitations.....
Discharged.....Date.....Condition.....
Height.....Weight.....
Record of injuries and illnesses at camp.....
.....
.....

(*Original size of card: 4 by 6 inches.*)

Medical and Physical Examination Form Used in a Private Camp for Boys

Name..... Residence.....
Age.....Weight.....Height.....
Family History:—
1. Father.....
2. Mother.....
3. Brothers and sisters.....
Past History:—
1. Measles..... 6. Malaria.....
2. Mumps..... 7. Typhoid (Vac?).....
3. Whooping cough..... 8. Tonsilitis.....
4. Scarlet fever..... 9. Injuries.....
5. Small pox (or vac.)..... 10. Operations.....
Physical Examination:—
1. Head: a. Eyes..... d. Cervical glands.....
b. Nose..... e. Sinuses.....
c. Mouth. 1. Teeth.....
2. Tonsils.....
2. Thorax: Lungs.....
.....
Heart.....
.....
3. Abdomen: Wall.....
Tenderness.....
Masses.....
Hernia.....
4. Extremities.....
.....
5. Genito-Urinary.....
Remarks.....
....M.D.
..... Camp Surgeon.

Private Camp for Girls

Example of a form used in a private camp for girls, as authority for participation in certain kinds of activities.

I hereby certify that.....
is in good physical condition as regards heart action, etc., and there is no reason why she should not participate in all land and water sports.

.....
(Physician's signature)

Private Camp for Boys

Monthly Medical Examination Form

	July 1	Aug. 1	Aug. 31
Condition of heart - - -	.....	.....	.....
Condition of lungs - - -	.....	.....	.....
Chest expanded - - -	.....	.....	.....
Chest contracted - - -	.....	.....	.....
Weight - - - - - -	.....	.....	.....
Height - - - - - -	.....	.....	.....

Remarks:

.....

.....

.....

.....

Physician

(*Original size of card: 5¼ by 5¾ inches.*)

Health Record Daily Score Card
Tent

Name			Tues.	Wed.	Thur.	Fri.	Sat.	Sun.	Mon.
1.	Brushed teeth	1	.....	.....	.....	.....	.....	.....	.....
2.	morning and	2	.....	.....	.....	.....	.....	.....	.....
3.	night	3	.....	.....	.....	.....	.....	.....	.....
4.		4	.....	.....	.....	.....	.....	.....	.....
5.		5	.....	.....	.....	.....	.....	.....	.....
6.		6	.....	.....	.....	.....	.....	.....	.....
7.		7	.....	.....	.....	.....	.....	.....	.....
1.	Took full soap	1	.....	.....	.....	.....	.....	.....	.....
2.	bath and rub	2	.....	.....	.....	.....	.....	.....	.....
3.	down	3	.....	.....	.....	.....	.....	.....	.....
4.		4	.....	.....	.....	.....	.....	.....	.....
5.		5	.....	.....	.....	.....	.....	.....	.....
6.		6	.....	.....	.....	.....	.....	.....	.....
7.		7	.....	.....	.....	.....	.....	.....	.....
1.	Had regular	1	.....	.....	.....	.....	.....	.....	.....
2.	and entire	2	.....	.....	.....	.....	.....	.....	.....
3.	elimination	3	.....	.....	.....	.....	.....	.....	.....
4.	and washed	4	.....	.....	.....	.....	.....	.....	.....
5.	hands imme-	5	.....	.....	.....	.....	.....	.....	.....
6.	diately	6	.....	.....	.....	.....	.....	.....	.....
7.		7	.....	.....	.....	.....	.....	.....	.....
1.	Drank a glass	1	.....	.....	.....	.....	.....	.....	.....
2.	of water, first	2	.....	.....	.....	.....	.....	.....	.....
3.	thing in the	3	.....	.....	.....	.....	.....	.....	.....
4.	morning, just	4	.....	.....	.....	.....	.....	.....	.....
5.	before retiring,	5	.....	.....	.....	.....	.....	.....	.....
6.	and four be-	6	.....	.....	.....	.....	.....	.....	.....
7.	tween meals	7	.....	.....	.....	.....	.....	.....	.....

Example of a Weekly Individual Score Card Involving Health and Other Activities

Councillor	Key		Clean inside and out								Body Building				Rest		Activities								Domestic Cares					
Tent No.																														
Girl																														
Date	Health	Spirits	Dip or Wash	Calisthenics	Teeth	Hair	Shampoo	Bath	Elimination	Period	Food	Water	Candy	Weight	Sleep	Quiet Hour	Swimming	Paddle or Row	Dancing	Riding	Washing	Games	Trips	Craft	Entertainment	Home Letter	Accounts	Laundry	Mending	Lost	Borrowed
Sunday																														
Monday																														
Tuesday																														
Wednesday																														
Thursday																														
Friday																														
Saturday																														

Inspection

Inspection of sleeping quarters, grounds and all other camp properties may be made a most valuable and impressive ceremony. Practically all types of organized camps provide some place in the daily program for this act. The time allotted to it is usually in the morning after a period of preparation following breakfast. Some camp directors place the time later in the morning. Unannounced inspections are sometimes made at any time of the day or evening. The inspecting party may be composed of the director and a counsellor, or two counsellors may be designated by the director as inspectors. If there is a medical officer in camp he should always be a member of the party. Sometimes honor campers are designated as members of the party. In self-government camps the inspecting party may be composed entirely of campers. However, it is always well to have at least one adult leader in the party. The form of the ceremony varies in different camps. In many boys' and girls' camps the military method is followed. Upon the approach of the inspecting party the tent unit standing at attention in front of their tent salute the leader of the party, holding the salute until the inspection is completed, whereupon the leader returns the salute and passes on to the next tent or housing unit.

It is customary to award a flag, a pennant, or a shield to the tent unit having the cleanest and most orderly tent and grounds. Announcement of the award is usually made at the first meal following the inspection or at the evening camp fire. The unit keep the honor until defeated by another unit. Units persistently falling below the minimum standards may be punished by depriving the members as a whole of some special treat at meal time or from participation in some activity they especially enjoy.

Many camp directors issue special instructions relative to inspection. The following are examples of such instructions issued in various types of camps:

Boy Scout Camp

Daily Inspection

Start your period in camp right, and beginning the first day attempt to have your tent or cabin the best.

There will be daily inspection, and orderliness and cleanliness

are big fundamentals to be considered. Following are a few suggestions:

1. The grounds about tent or cabin raked thoroughly, grass cut short, the paper and other refuse picked up.
2. Each tent responsible for broom which is to be kept under the flooring.
3. Tent flaps properly rolled during good weather, ropes kept tight, all leaks repaired. Cabin screens kept in good condition.
4. Cots kept in perfect alignment, heads toward the eaves. Straw tick with the slit on top, straw to be of uniform thickness throughout tick and no straw or dirt on it. Blankets and comforts are to be folded on the head of bed, "S" fold, heavier bed covering on the bottom with the smooth fold toward the foot. Suitcase neatly packed and placed under foot of bed. Wet clothing, etc., are to be hung on lines or stone wall, and not on tent ropes.
5. See that your shoes are in good condition; ears, teeth, finger nails in fine shape, and pockets buttoned.

Y. M. C. A. Camp

Rules for Tent Inspection

Blankets must be spread out in orderly manner immediately after breakfast, weather permitting.

Blankets must be in tent in good order before dinner.

The tent must be neat.

No paper, clothing, towels or trash lying in or around the tent.

Lantern clean. Only one lantern in a tent.

No dining hall cups or pitchers, etc., in tent.

No foodstuffs or sweets, or soiled clothing in tent.

Tent flaps to be fastened up on clear days.

No boys to remain in tent after the whistle at the dining hall.

Squad duties must be properly done each day.

A "sinker" is awarded to the tent which breaks any of these rules. Also for noise after the second whistle at night or before the first signal in the morning.

Table Inspection Rules

Oilcloth must be kept clean; also the floor under and around the table.

Table must be set by inspection time and in orderly manner.

Proper clothing must be worn at meals. Arms and legs covered at breakfast and supper.

Good table manners should be observed.

No dirt, paper or food to be left around dining room building.

"Sinkers" are awarded for laxity in these matters.

Under the above sets of rules both "sinkers" and honors are given. Honors are given to the best tent and are reckoned as follows: First place, three points; second place, two points; third place, one point. A large flag is awarded to be flown by the tent with the best record for the preceding twenty-four hours. Additional recognition is given for the best weekly score of honor points.

Girl Scout Camp

Requirements for Inspection

Inspection from four standpoints:

Health
Neatness
Originality
Beauty

Personal inspection:

Hair well combed and tied, or braided back if long.
Clean teeth.
Clean hands and nails.
General neatness of appearance.
Attendance at set-ups or dip.

Tent Inspection:

Beds neatly made; sides tucked in and nothing under pillows or blankets except gowns and bathrobes.
Suit cases neatly packed.
Shelves neat.
Wash cloths and toothbrushes out to air.
Shoes at foot of tents, neatly placed.
Tent floors swept and grounds around tents clean—no papers nor trash left about.

Kamp Kapers:

Well done as per instructions.

.....

"Sun and Air Day" Inspection:

All blankets and bedding hung neatly on tent railings.
Tent sides up.

For perfect tent or patrol inspection a green star is given, and this includes the personal inspection. If the entire troop receives a perfect tent and personal inspection and the Kamp Kaper has been well done, the troop receives a gold star.

A yellow star is given for any particular mark of beauty.
A red star is given for any particular mark of originality.
A blue star is given for any particular act of service to the camp.

Perfect inspection is not given unless every girl in the patrol has gone to setting-up exercises or for an early morning dip.

Inspections are conducted by the director, nurse and athletic counsellors.

(See pictures facing pages 208 and 209 for illustration of personal and camp inspection.)

Camp Rules and Regulations

Camp rules and regulations are the laws of the camp. They are of two kinds. First, general rules governing the conduct of the camper in relation to himself, in relation to the other campers and to the camp as a whole. Second, rules and regulations governing specific activities such as swimming, boating, canoeing, etc. The rules are usually formulated by the director or by the committee and director before the camp is opened. These may be modified or added to as the occasion arises during the camping season.

Examples of Camp Rules

Boy Scout Camp

The Scout Law will be the law of the camp.

Profanity, rough house or other rowdyism will have no place in this camp.

Any Scout found smoking will be sent home.

No fire-arms of any kind allowed in camp.

No Scout will leave camp without signed permission.

Every Scout attending camp will be required to stay the full time for which he has registered, and should he be called home or sent home for a breach of camp rules no part of the camp fee will be refunded.

The order of the day is the camp program. No one will be excused unless ill.

No Scout will be permitted to eat between meals. No candy or other eatables may be kept in tents.

Every Scout will be required to write home twice a week.

No Scout will be permitted to go boating or swimming without an instructor.

All money brought to camp by boys must be deposited in the Camp Bank.

No Scout will be permitted to spend more than ten cents a day.

Another Boy Scout Camp has the rules drawn in the form of the following agreement:

I will abide by the camp schedule for the good of all.
I will perform all camp duties expected of me ungrudgingly and cheerfully.
If any damage results because of wilful negligence or horse-play on my part, I will pay for the cost of repairing.
I will observe quiet after "taps" and be sympathetic of the other fellow's feelings, and his rest.
I will not take boats without permission, nor go in swimming except at the regular scheduled periods.
I will take my turn at K. P., at firewood duty, etc., when I am scheduled to do so.
If I transgress against any of the above rules, I agree to abide by any punishment the Camp Council may decide upon, and if I am dismissed for any reason, no part of the camp fee is to be refunded to me.
I will try to protect all shrubbery, trees, and equipment, and by my example, influence others to do the same.

Laws of a Y. M. H. A. Summer Camp

1. All members shall be prepared to report promptly at signal calls.
2. Members must not leave camp boundaries without permission.
3. Members shall not go into any tent other than their own without permission.
4. No personal belongings shall be hung on tents or tent ropes.
5. All money or goods brought or sent from home shall be deposited in the Director's care.
6. No member shall enter or leave the dining room before the others.
7. No member shall sleep at night with other than ordinary night clothing.
8. On trips outside of camp limits all members must stay between the leader and the trailer.
9. Members must not, without special permission, spend more than twenty-five cents a day for edibles.
10. Members must obey all swimming regulations.
11. All members, unless on business, must remain away from the kitchen.

12. Members shall not come to meals without washed hands and faces and combed hair.
13. No trees shall be cut down or blazed without permission from the director.
14. Tents must be kept in a sanitary condition and arranged neatly each morning.
15. There shall be no loud talking or playing before reveille.

A Girl Scout Camp

Camp Rules

1. Scouts must, on no condition, leave the camp site without permission from the Director or without being accompanied by a Counsellor.
2. Do not drive nails or tacks in tent poles. It weakens them.
3. Do not pin through canvas. It causes leaks.
4. Mattresses must be covered with sheets or blankets (preferably sheets).
5. Report any illness or accident to nurse, even though slight. Report menstrual period to nurse. Do not swim or play strenuous games during such period. Sanitary napkins may be obtained from the nurse.
6. No scout may enter water except during swimming period nor without swimming director or assistant present.
7. No food of any description will be allowed in tents. Scouts will receive no food sent them from outside the camp. Candy may be purchased at canteen after dinner and after supper and eaten as part of the meal, but not between meals.
8. Remember the Camp is your home; your tent your own room; keep both clean and tidy at all times.

Girl Scout Camp

Personal Suggestions

All cases of illness must be reported at once to the counsellor and the nurse. This includes monthly illness.

There must be no swimming during menstrual period, or violent exercise the first two days. Sanitary napkins must be placed in paper bags and washed at once in large tub in washhouse. If to be burned, place in paper bags and burn in incinerator near wash house.

Underclothes must be washed as soon as possible after removal.

Stockings should be washed daily.

Hair should be braided in one braid to insure neatness and save time.

Do not give First Aid when nurse is available.

Nothing must be thrown in toilet.

Urinate before going in bathing.

Wash hands before leaving the wash house.

Do not borrow or lend personal belongings, such as bathing suits, towels, etc.

Every girl must use her own blanket under and over her and not let the camp blanket come in contact with her person.

Care must be taken not to waste water as it must be paid for by the camp.

Do not tear up ferns or flowers. Try to plant something in the camp.

Do not throw waste paper or other debris on the ground or leave it exposed in tents. Place such debris in paper bags or incinerator.

The ground in the camp must not be soiled.

Institutional Camp for Girls

Camp Rules

No camper is allowed to leave camp at any time without a counsellor.

No camper is allowed to leave her counsellor while on a hike. (Punishment for this offense is no swimming and no evening activity for two weeks.)

No camper is allowed out of bounds without a counsellor. (Bounds are five feet from either dock.)

Beds should be made up before the flag-raising and left open.

Nothing shall be left on the floor in the hangar.

All lost and found articles shall be handed to the director.

Blankets shall be aired on the day the camper has duty in her own sleeping quarters.

No admittance to kitchen at any time.

Postage and postal cards may be obtained from..... directly after dinner.

Apple stealing is absolutely prohibited.

Report all illnesses to.....immediately.

Rules for Children

Swimming starts at 11:30—get ready at 11:15
Swimming starts at 4:30—get ready at 4:15

Rest hour is to be strictly enforced. Until the counsellor on duty comes up to hangar, you may read and write letters. After she comes up, everyone *must* lie flat on her back, and try to sleep—one whole hour.

Library will only remain open as long as the girls cooperate and read the books only in the time allowed for reading, which

PLATE 52.—Setting-up exercises, Camp Fire Girls' camp.

PLATE 53.—Folk dancing, Camp Fire Girls' camp.

Copyrighted by Keystone View Co., Inc., N. Y.

PLATE 54.—Starting for an overnight hike. Girl Scout camp.

does not mean carrying books with you to duties, activities, meals, etc. Any books seen at the wrong time will be confiscated by the counsellors. If there be too many disobediences, library shall be closed.

8:30 bedtime—every night.

Church Camp

General Rules

A gentleman always.
No firearms.
No smoking.
No boy to go swimming or boating out of scheduled hours.
No boy to leave camp for any reason without reporting first to his group leader.

Rules and Regulations Governing Certain Activities

Swimming and Life Saving

Mr. W. E. Longfellow, instructor of Swimming and Life Saving of the American Red Cross, summarizes the basic rules and regulations governing swimming and life saving in camps as follows:

1. Bathing only at regular times and forbidden at all other times.
2. Division of the campers into classes according to swimming ability.
3. The assignment of water buddies.
4. The check-up system before and after each swim in large camps.
5. Posting of life savers before and during each swimming period.
6. The regulation of the use of boats by supervision and requiring a proportion of swimmers to non-swimmers in each boat.
7. The marking the safe load capacity of each boat on its sides.

The American Red Cross has established the following rules and tests in swimming and life saving:

Beginners (Test Sheet, Form No. 1050-B)

1. Swim 50 feet, using any kind of stroke.
   Award: Red Cross Beginner's button.

Swimmers (Test Sheet, Form No. 1050-B)

1. Swim 100 yards, using two or more kinds of strokes.
2. Swim 50 feet, using back-stroke.
3. Perform straight front dive, or racing dive, in good form.
4. Recover object in 6 to 8 feet of water, by means of surface dive.

Award: Red Cross Swimmer's button.

Junior Life Saving Test (Test Sheet, Form No. 1050-A)

Requirements: Age 12 to 17 years. Passing Swimmer's Test. At least six hours' preparation and practice.

1. In deep water, disrobe and swim 100 yards.
2. Surface dive in 6 to 8 feet, recovering various objects 3 times, and a 10-pound weight once.
3. Correct approach and Head Carry, 30 feet.
4. Correct approach and Cross Chest Carry, 30 feet.
5. Correct approach and Hair or Arm-lock Carry, 30 feet.
6. Tired Swimmer's Carry, 30 feet, preceded by 60-foot approach.
7. Release double grip on one wrist. Left and right.
8. Release front strangle hold. Left and right.
9. Release back strangle hold. Left and right.
10. Resuscitation. 1½ minutes' demonstration. Prone Pressure Method.

Awards: Membership card, emblem for bathing suit, and enameled pin. Fee, 75 cents.

Senior Life Saving Test (Test Sheet, Form No. 1050)

Requirements: Age over 17 years. Six hours or more instruction. Membership in American Red Cross.

1. In deep water, disrobe and swim 100 yards.
2. Surface dive, recovering objects 3 times and a 10-pound weight once.
3. Front, rear, and under-water approaches, each with proper turn and carry.
4. Head Carry, 60 feet, preceded by 60-foot swim, proper approach and turn.
5. Cross-Chest Carry, 60 feet, preceded by 60-foot swim, proper approach and turn.
6. Arm-lock or Hair Carry, 60 feet, preceded by 60-foot swim, proper aproach and turn.
7. Tired Swimmer's Carry, 60 feet, preceded by 60-foot swim.
8. Front strangle hold, 4 times, 2 different positions.
9. Back strangle hold, 4 times, 2 different positions.

10. Double grip on one wrist, 4 times, using alternate wrists.
11. Two people locked in front strangle, and repeat, rescuing alternate subjects.
12. Demonstration, Prone Pressure (Schaefer) Method of Resuscitation, 1½ minutes.
13. Essay on "Prone Pressure Method of Resuscitation" (200 to 500 words).
14. Float motionless, 1 minute.
15. Tread water, 30 seconds.
16. One minute carry, subject fully dressed.
17. Fireman's or Saddle-back Carry from shallow water.
18. Lift Subject from tank or on to float unassisted.
19. Oral quiz on life-saving, 5 questions.

Awards: Membership certificate, emblem for bathing suit, and enameled pin. Fee, $1.50.

The Junior tests have been adopted by the Boy Scouts of America, the Camp Fire Girls and the Girls Scouts.

The Senior tests have been adopted by the American Swimming Association composed of representatives of the International Y. M. C. A., the National Collegiate Athletic Association, the Boy Scouts of America, and the Life Saving Corps of the American Red Cross.

For complete instructions secure pamplet, *American Red Cross No. 1005, Revised 1923,* from American Red Cross Headquarters, Washington, D. C., or from local Red Cross Life Saving Corps.

"Swimming and Life Saving Standards for Summer Camps," prepared by the swimming committee of the National Association of Directors of Girls' Camps, contains rules governing elementary life saving tests, junior grade life saving tests, life saving tests for senior campers, competitive swimming, canoe tests, tests for classifying swimmers into elementary, junior, and senior grades to facilitate instruction, standard tests for swimming counsellors, the Schaefer method of resuscitation and after-treatment of the apparently drowned, duties and responsibilities of swimming counsellors and standard provisions for safety. This pamphlet can be secured through Dr. Eugene H. Lehman, Highland Manor, Tarrytown-on-Hudson, New York. $0.75.

(See pictures facing pages 218 and 219 for illustrations of life saving.)

Y. W. C. A. Camp

Rules and Regulations Governing the Conduct of Swimming.

No one allowed in the water except at regular periods.

To go out to the float, it is necessary to pass a ten minute endurance test. Swimming out twice around the stakes half way to the float, straight swimming and then keeping up near the dock by either floating or swimming until the ten minutes are up.

No more than two persons may take the test at a time and they should always be accompanied by a counsellor in a boat who shall watch them carefully.

No one may go to float except at regular float periods when the counsellor goes out with a boat.

If members wish to go to float after period has started they must call to the counsellor on the float that they are coming before leaving the dock, and counsellor should watch them carefully. The boat should be pulled up on the side of the float nearest the shore.

If a girl, swimming out by herself becomes tired or gets a cramp, the watching counsellor should start for her at once, telling some one on the float to follow with the boat. Same procedure follows if girl desires to go ba before others.

Swimmers must always be accompanied by a counsellor in a boat, equipped with a life preserver on a long stout rope close at hand.

Y. M. C. A. Camp

Rules for Swimming

No swimming allowed outside of regular periods.

Life Guards upon duty at all times during regular swims.

The signals and warnings of the guards must be obeyed promptly.

Safety first, last and all the time.

Y. M. C. A. Camp

Rules for Use of Boats

Secure boat slip from leader. Fill this out completely and give to the one in charge of the boats.

Boys may apply for one period only.

All boats must be in promptly at the end of the period.

No one may use a boat at swim time except life guards.

Oars are to be left in boats at all times.

Oar locks must be left in boats only at end of period 10:30 A. M. and at end of period 3:30 P. M. At other times oar locks must be returned by crew to boatman at boat house.

Boats must stay within limits, as indicated.

There must be no paddling or standing up in boats, or changing seats.

There must be no sailing or use of substitutes for sails.

Life boats must never be tampered with or moved except by life savers.

Avoid rocks. Also pull up boats at boat house slide after landing.

Announcements will be made or signal displayed when boats are not to be used because of storm. At signal "All Boats In" prompt response is absolutely necessary.

When boys are out taking the row test for Emblem Point, a leader or other competent person must accompany the fleet and take charge.

Y. M. C. A. Camp

Rules for the Use of Canoes

Each boy must have a canoe permit signed by his parents and must in addition have pasesd the required tests.

No one, man or boy, may use a canoe at any time unless he has the consent of the Camp Director and a canoe slip signed by him.

The canoe tests are as follows:

Swim one-third mile.
Upset and propel a canoe to shore while it is upset.
Right and upset canoe, bail out water and re-enter.
Rough water test.

No canoes are permitted to go to the neighboring town.

Area for the use of canoes is limited to.....and .....and within two hundred yards of the shore.

Hours of use limited and to be decided by Camp Director.

Life Boat and Guard on duty during canoe period.

Carry canoes fore and aft by the first thwarts at bow and stern.

If only one man is paddling he should use the bow seat.

Land on beach only when necessary, and then with great care. Rocks will take off varnish a great deal more quickly than we can put it on.

For the same reason kindly refrain from exploring shallow water in the canoes.

Leave the canoes turned upside down.

Return canoe paddles to proper place.

Girl Scout Camp

Rules for Swimming

There shall be no swimming without permission.
No one must go in swimming unless instructor is about.
Inexperienced swimmer must keep within rail.
No one may enter the water until two hours after meals.
No one may enter the water when tired.
Do not remain in the water if chilled or exhausted.
No swimming in the heat of the day.
No one shall go in swimming who has any stomach disorder.
All those who have passed their swimming test shall wear a white band.

Girl Scout Camp

Rules for the Use of Boats

Do not stand up or change seats in the boats.
No boating without permission.
All boats must be made fast to the dock at the end of a row, paddles and oars put in barn by last users.
No more than five persons permitted in a boat, and four in a canoe.
Two-thirds of every boat load must be able to swim, and to take care of those who cannot swim.
No one will be allowed to go in a canoe who has not passed the swimming test; i.e., width of the lake.
Put tarpaulin of canvas on canoes after using.

The above rules are printed on thick cardboard and posted so that they can be seen at all times.

Girl Scout Camp

Canoe Regulations

Only Blue Caps who have passed the following test may use canoes:

a. Swim two hundred yards, then make surface dive to retrieve ten-pound object.

b. Paddle canoe fifty yards from shore, overturn it, right canoe, crawl in and bring canoe back to shore, then swim fifteen minutes fully dressed.

No Scout can ever use a canoe unless accompanied by a counsellor who has passed this same test.

All occupants of canoe must sign upon bulletin board at shore front before entering canoe, note the time canoe was taken out and check off upon return.

Never have more than four in each canoe.
Never change seats or stand up in canoe.

Private Camp for Girls

Water Rules

There will be no swimming outside of the regular swimming hours.

Permission to use boats or canoes must be obtained from a swimming counsellor.

To go out in a boat or canoe alone one must have completed: first canoe test; second canoe test and preparatory honor in swimming.

To go out in a boat or canoe accompanied, one (all accompanying) must have completed the first and second canoe tests, excepting one having finished the first canoe test alone may go out in the company of a counsellor who has completed the first and second canoe tests.

Four persons is the greatest number that may occupy a canoe and then only when two of the occupants are seated on the bottom between the thwarts.

All boats and canoes must be off the water by eight o'clock excepting counsellors', who may obtain permission to go out after that time by signing up in the book at the office the time of leaving and returning.

There will be no night swimming at home or on trips.

Institutional Camp for Girls

Swimming Rules

No camper who swims in the small crib may go into the large crib unless passed by the swimming instructresses.

No camper who has not passed the swimming test may swim in the lake. The swimming test is the same as the Bronze "W" test.

No camper who has passed swimming test may swim in the lake unless life boat is out, and swimming instructress is on deck.

No camper will be given a test for Felt, Bronze or Silver "W" unless she has signed up for such tests on list posted for that purpose.

All bathing paraphernalia, such as bath robes, shoes, towels, etc., must be placed on the council logs and are not to be put on float or dock, under penalty of confiscation.

No girl allowed in lake without the bathing cap of her swimming class.

Morning dip whenever weather permits.
Morning swim 11:15 to 12 noon.
Afternoon swim 4:30 to 5 P. M.
Swimming is arranged by classes. Each class has a distinctive colored cap. Caps may not be exchanged or loaned.
Swimming is taught from the dock only.
Diving is taught in large crib and from float and diving board.
Straight front dive
Back dive
Running front dive
Soldiers' dive
Swan dive
Jack-knife dive
Front somersault
Back somersault

Boat Rules

No camper is allowed to stand up in a boat.
No camper is allowed to trail her hands in the water.
No camper is allowed to lie down in a boat.
No camper is allowed to walk across the dam.
No camper is allowed in the boat with the Life Boat Counsellor. (Life Boat Counsellor may only take another counsellor as passenger.)
No one but Bronze or Silver "W" girls may go in a row boat without a counsellor.

Rules for Use of Canoes

Eligibility for use of canoes:

Swimming Counsellors' O.K. on:
1. Distance Swim.
2. Canoe Swim.
3. Paddling Test.

Time for canoeing:

No canoes may be taken out after dusk.

Number of people in canoes.

Not more than four nor less than two people may go in a canoe at any time.
Important Note.—These rules apply to passengers as well as to those paddling canoes.

By order of
Camp Directress.

PLATE 55.—Setting-up exercises in a Boy Scout camp.

PLATE 56.—Basketball. Private camp for girls.

Y. M. C. A.

Hiking Rules

Each party in charge of a leader.

Care in regard to camp fires. Be sure your fire is out before leaving it. "Save the Woods"—the first rule of a true woodsman.

Leave the natural beauties of your camping place unspoiled. This means "clean up."

Don't rush. Your hike is for enjoyment, not a test of endurance.

Don't drink any water you are not *sure* is pure.

Don't separate from your party. Keep together and share your burdens and your fun.

Take good care of your feet. They have to carry you. Look out for ill-fitting shoes *before you start.*

Courtesy to those you meet and respect for the rights of others is the best rule of the road. "Keep to the right" has a larger meaning than the regulation of traffic.

Automobilists' offer of lifts should be declined with thanks. If he starts out to hike a good sport will stick to it.

Y. M. C. A. Camp

Rules Governing Games and Sports

Fair Play always.

Generosity to one's opponent.

Gentlemanly conduct and clean language.

No squabbling or "crabbing."

Institutional Camp

Going Home Rules

Fold sheets and pillow case and put in bag.

Pack bags so that they contain all your belongings, with the exception of what you will wear going home and one towel.

Two girls help each other shake and fold blankets. Bed wetters' blankets are to brought out to crib.

The girl in the top bunk cleans out bunk under spring with a dust brush *first.* Then the girl in the lower bunk does the same.

When everything has been thoroughly cleaned, you will have your last swim.

After swim, bring your bag to be checked off by director or counsellor appointed for that purpose.

Camp Duties. Camp duties will be performed as usual. Be

sure to leave camp as clean as you found it. Besides your regular duties, other duties will be assigned to you.

After swim wash your bathing suit with soap. Turn in bathing suit, dry cap and coat to swimming counsellor, who will check it off in the recreation hall.

Get dressed in going home clothes.

Last Dinner.

Remember you have been at camp nearly four weeks and you have been entertained all along. If the last day proves all work and no play, you are expected to be just as cheerful and helpful as you have been up to now.

Discipline

The existence of rules and regulations in camp implies possible offenses, and methods of discipline. There are several methods of enforcing discipline in vogue in boys' and girls' camps some of which are applicable, also, in camps for adults. Among these methods are:

1. Personal talk between the director or leader and the offender. In most instances this will be all that is needed.

2. Deprivation of the offender of some particular article of food which he especially likes, or forbidding his participation in some special form or forms of activity which he particularly enjoys. This method is sometimes applied to an entire group, for example—a tent group may be deprived of some article of food such as ice cream or pie for failure to live up to the rules regarding orderliness and cleanliness in tent. This is particularly effective in evoking group opinion, if the entire group happens to be punished for the offenses of one or two members of the group.

3. Isolation of the offender for meditation and reflection. This should be used sparingly.

4. Control through group opinion. This is especially effective for the reason that no boy or girl can long endure the criticism and low opinion of his or her associates. Public opinion is perhaps the greatest force for maintenance of order in organized society.

5. Organized self-government. Another form of group opinion. In this plan the campers themselves, under the guidance of the director or counsellors, through their own organized authorities hear complaints, pass judgment and enforce decisions.

6. Detailing the offender to some form of work duty. This form of enforcing discipline is highly objectionable and should never be used, because it degrades a field of achievement that the children should be brought to constructively understand and love.

7. In extreme cases expulsion from camp is resorted to, which really solves nothing so far as the individual is concerned but may exert a wholesome restraint upon other possible offenders.

Major A. F. Elwell in "A Trail to the Open" makes the following pertinent suggestions relative to discipline:

1. Never give an order you do not mean to enforce; in other words, "Do not raise dust you cannot lay."

2. Remember the responses of a child are in *action*. Give your commands to stimulate action, not to check (inhibit) movement. Say "Do this" rather than "Don't do that." Suggest an action which can be successfully obeyed.

3. Give a child time for reaction. Say: "One more dive and all out," rather than "All out quick."

4. Have a reason for what you ask a child to do, and when possible take time to give the reason—he can see the point if you can.

5. Be honest in what you say and do. A child's faith in you is your greatest help.

6. It isn't punishment but injustice and personality that makes the child rebel against you.

7. Action and reaction are equal as truly with children as with material things. You will get in return what you give those in your charge. They reflect you.

8. Intelligence in handling youth consists in thinking faster than they do. If they can out-think you, you are not using your years and the advantage of your larger education. You should see possibilities before they become results. This is the secret of leadership.

9. Keep in mind the truth that the aim of your discipline is to produce a self-governing being. Children are to be free men and women later on with no one to control their daily conduct. Your aim should be to safeguard them from danger, allowing every opportunity in self determination consistent with safety to those concerned.

10. Defiance to established order comes from failure in some grownup to keep the situation in hand. If there is a danger of a direct break, the child should not be forced. An adult's will should not be pitted against that of a child. It is far wiser

to give some simple direction that will be mechanically obeyed and pick up the reins of control in a quiet way.

11. A leader will have no measure of success in directing the life of a child along the right path unless his personal example and habits are such that he leads by what he himself lives.

Awards and Honors

For the purpose of stimulating interest, facilitating organization and measuring activities and for providing a means of universal participation, many directors of boys' and girls' camps make use of various plans of awards and honors. That they are so universally used indicates that they have vitality and genuine pedagogical value. There is a question, however, of the value of parts of these plans from the standpoint of ultimate effects. Too often the children become more concerned with winning the required number of points in a given activity or the emblem, button or banner, for a given series of activities than with the content of the activities. This is especially true if the given activities are required by the directors or forced upon the children by the public opinion of the camp. In nature study, for example, there is no certainty that, having learned for the time being the names of fifteen trees or ten flowers, the children have learned to love these great works of nature for their own sakes or that they will ever be interested in them again. The contrary is more likely to be the case. They are likely to be more concerned as to whether or not their counsellor thinks they know them well enough to receive the given points. There is a suspicion that these various plans become a substitute for genuine personality in leadership.

On the other hand, where the child competes against certain standards of average achievement as in athletic badge tests, or swimming tests or standards that have some great purposeful objective, such as qualifying as a life saver or as an expert in first aid, or where he attempts certain lines of conduct that will win the esteem of his fellow campers and his leaders, or where he passes on his knowledge to aid some one else—as in teaching another child how to swim—or is a member of a group working together for the achievement of certain group honors, values of incalculable worth in individual development are

involved and the results in character building are likely to be lasting. In so far as the plans of awards and honors include such elements as are enumerated above, they are pedagogically sound. There is a question whether the moral fiber is not weakened by too ostentatious use of awards for the performance of necessary duties about camp. A great many things in this life have to be done because they must be done, and not because one is to receive some reward for doing them. The sooner the children learn this great truth the better grounded they will be in the principles of good citizenship.

Without attempting to pass upon values, the following systems of awards and honors as found in a few camps in the United States, are herewith presented as examples of such systems.

Y. M. C. A. Camp

In the following plan the boy qualifies for a camp award when he passes at least three points in each of the four groups respectively.

The Camp Emblem	*The Bronze Button*
Physical	
50 yard swim	100 yard swim
Row test	Athletic test
Athletics and health talk	Health talk
Educational	
Campcraft	Visual signaling
Nature study	Club work
Carpentry	History
Social	
Entertainment	Entertainment
Service point	Usefulness
Relation to other boys	Character growth
Moral	
Self control	Thoughtfulness
Mystical	Personal interview
Approval	Approval

The Camp Flag	*The Camp Pin*
Physical	
Advanced swimming	Athletic skill or service
Canoeing or athletics	Life saving tests or equivalent
Talk on purpose of athletics	Hygiene
Educational	
Woodcraft	Camp and trail
Advanced nature	Lectures and talks
Advanced carpentry	Advanced history
Social	
Club work	Leadership and executive ability
Initiative	Committees
Helpfulness	Service ideals
Moral	
Judgment and responsibility	Standing in camp life
Personal interview	Personal instructions
Approval	Approval

"The Fifth and highest award is the Camp Pennant. This is awarded to older fellows who measure up to high standards of character and Christian manhood.

"A number of important factors enter into the question of camp awards. A camper must show definite progress in all ways. He must be a boy who stands for loyalty and unselfish service and one who has the respect of his fellows and the approval of his leaders."

Y. M. C. A. Camp

Record of Honor Tests

FIRST DEGREE

MENTAL	Points	O. K'd by
* 1. Elementary First Aid	10	
2. Eight Standard Knots	10	
3. Build Fire with 1 match	5	
4. Finding North	5	
5. Identifying 10 Trees	5	
6. " 10 Birds	5	
7. " 5 Constellations	5	
8. Article for Camp Paper	10	
9. Compose an Acceptable Song or Yell	10	
	65	
MORAL		
* 1. Attending Daily Bible Study	10	
2. Naming Books in Old Testament	15	
3. Naming Books in New Testament	15	
4. Learning Ten Verses	10	
5. Good Sportsmanship	10	
	60	
PHYSICAL		
* 1. Cleaning Teeth Daily		
2. Early Morning Dip	5	
3. Neatness in Appearance	5	
4. Membership on Winning Team	5-3-1	
5. Winning Point at Track Events	3-2-1	
6. Passing Standard Athletic Test in Dash	2	
7. Standing Broad Jump	2	
8. Mile Walk	2	
9. Running Broad Jump	2	
10. Throwing Base Ball	2	
11. Chinning	2	
12. Winning Points in Meet	3-2-1	
13. Teach Another to Swim	10	
14. Winning Beginners' Emblem	10	
15. Winning Swimmers' Emblem	10	
16. Winning Life Savers' Emblem	10	
	83	
SOCIAL		
* 1. Performance of Camp Duties	10	
2. Writing Home Twice Each Week	10	
3. Participation in Tent Stunt	10	
4. Name 60% of Campers	3	
5. Name 100% of Campers	5	
6. Improvement in Grounds	10	
7. Promptness and Proper Conduct at Meals	10	
	58	

CONDUCT

For perfect conduct a boy will be awarded ten points each day. To secure an emblem a perfect score on conduct is necessary.

Conduct will be judged on the following lines: Obedience, Cheerfulness, Unselfishness, Promptness, Attendance at Bible Study, Campfire.

For misconduct or not making good on any of the above scores 10 points will be lost. If points are lost in this way, a perfect record for the following two days restore the lost points, thus the loss of points on either of the last two days disqualifies

This card will be sent to the parents after camp

CONDUCT

Day	Points	O. K.'d by	Bible Verses Committed
1.			
2			
3			
4			
5			
6.			
7			
8			
9			
10			

AWARDS

To secure the camp emblem, a boy must make a perfect score on conduct and 30 points in each division — mental, moral, physical and social, and 30 additional points chosen at will.

MEDALS

The standard medals of the International Y. M. C. A. will be given to boys qualifying in Beginners, Swimmers and Life-Saving Tests.

ORDER OF THE WHITE CAPPERS

This is an inner circle society, members to which will be chosen by vote of the leaders. Choice will be made on basis of all 'round qualifications and leadership ability

The reverse side of this score card contains spaces for the name of the camper, tent number, name of leader and dates camper was in camp. There is also a space for camper's tent team record.

Individual Record Form Used in a Church Camp

Name.....
Group No.....
Leader.....

First Week

Fri. Sat. Sun. Mon. Tues. Wed. Thurs.

Cheerfulness.... 10
Thoughtfulness.. 10
Obedience..... 10
Camp craft..... 10
Service..... 20
Health..... 20
Worship..... 20

Second Week

Fri. Sat. Sun. Mon. Tues. Wed. Thurs.

Cheerfulness	10
Thoughtfulness	10
Obedience	10
Camp craft	10
Service	20
Health	20
Worship	20
Total	100

Honor emblems are earned—not purchased. It is the highest award that Camp offers. It stands for ideals. It can only be won by the best all-round campers. At least 90 points are necessary, and the approval of the Senior Council.

There are seven objectives for which *Camp* stands: *cheerfulness, thoughtfulness, obedience, camp craft, service, health, worship.*

Boy Scout Camp

Diamond System of Camp Awards

1. Trees.—Identify ten trees around camp by their bark, leaves, etc.
2. Birds.—Identify ten birds from observation around camp.
3. Plants.—Identify ten plants on the camp grounds.
4. Service.—Spend one hour a day in cheerful work on the camp grounds, and one day Kitchen Police.
5. Hiking.—Hike to Chimney Rock, Devil's Playground, McCallis Falls, Sawmill, Seven Cabins, Copeland Canyon. and the Mines. Extra point will be given if the summit trip is made.
6. Pioneering.—Be able to demonstrate lashings and build a model lean-to, bridge and tower.
7. Knot Tying.—Tie fourteen knots and be able to splice.
8. Handicraft.—Make a useful camp article.
9. Mapmaking.—Make a map of Camp and have a knowledge of judging.
10. Firemaking.—Help make a firemaking set and make three fires with it.
11. Tracking.—Be able to read the tracks of man and be familiar with the common tracks of wild animals. Solve a tracking problem. Follow a trail by the trailing signs given in the Scout Handbook.

12. Scouting.—One point for every three tests passed and one for each merit badge.
13. Campfire.—Attend all the regular campfires and take part in at least one program. Learn an Indian song and dance.
14. Personal Health.—Give rules for personal health, wash teeth daily, keep a clean personal appearance and take a plunge daily.
15. Discipline.—Read chapter of Bible daily—and live up to the Scout Oath and Laws.
16. Athletics.—Take part in all camp athletics.

If you win 9 emblems get Green Diamond.
If you win 12 emblems get Yellow Diamond.
If you win 15 emblems get Red Diamond.
If you win 18 emblems get Black Diamond.

These emblems will be painted on the belt each night; leave your belt with the Scribe just before taps. Stencils have been made from celluloid and they will be put on with oil paint.
A point will be given for each additional five.
A point will be given for each additional seven.

Boy Scout Camp

Emblem—Letter "R"
1st year

A. Physical—required 20

Swim 50 yards	5
Learn to swim while at camp, and swim 50 feet	6
Attend flag raising every morning for two weeks. Half point off for each absence	6
Lead your tent in ten approved exercises in calisthenics	4
Run 50 yards in 8 seconds	5
Push up from floor 10 times	5
	31

B. Moral and Social—required 20

Neatness in tent and personal property	4
Writing twice a week to parents	4
Cheerfulness	4
Teach another boy to swim for 10 yards	5
For two weeks without camp penalties	4
Promptness at meals	4
Proper eating at meals	4
While wearing the silence badge, keep silent from Mess call at noon to Mess call at night	5
	34

C. Educational—required 30

Pass next highest rank in Scouting	20
Give properly classified list of 100 natural objects found near Camp	5
Give proper attention to salute when meeting or addressing senior officers	5
Pass the Cabin Boy test	10
Attendance at evening parade for two weeks	5
	45

D. Woodcraft—required 20

Give proper care to a tent and its equipment	5
Demonstrate how to handle a boat	5
Make an acceptable improvement to camp grounds or equipment	5
Actually identify 15 species of birds	5
Know the proper precautions taken to prevent forest fires	5
Demonstrate how to build 5 types of camp fires	4
Know 5 of the principal constellations	5
	34

E. Optional

Tie twelve knots for exhibition and label them with uses	5
Proper attention to all detail work	5
Whip the end of a rope, and make short and eye splice	5
Demonstrate the whistle signals	4
Make and label a "printer's ink" collection of 15 species of tree leaves found near camp	5
Make a recognizable photograph of a wild bird or animal	5
	29

Second Year Tests

Emblem—"C-R"

A. Physical—required 20 points

Run 100 yards in 16 seconds	5
Qualify for the "Swimmer's" insignia (A. R. C.)	10
Push up from the floor 13 times	5
Teach another camper how to swim. Actual coaching will be required, and the candidate should be able to swim at least 30 feet by the end of the period	5
Give the rules for the game of Volley Ball, and play satisfactorily in an approved match	5
Successfully lead the Camp in "Monkey Drill"	5
Pass the Camp Life Guard examination	5
	40

B. Moral and Social—required 25 points

Neatness in tent and personal property	5
No Camp penalties	5
Promptness and proper eating at meals	5
After taps, undertake alone the "Trail of Grit"	10
Attention to salute, details, and Camp ceremonies	5
Know by name 25 campers	5
Plan or take part in an original campfire stunt	5
Writing twice a week to parents	5
	45

C. Educational—required 30 points

Pass next highest rank in Scouting	20
If already 1st Class, then for each merit badge passed	5
Contributions to the Camp Paper, 1 to 5 points (discretion of Ed.)	5
Make an acceptable Camp paperweight	5
Calculate the height of a tree as shown by the Scout Handbook	5
Demonstrate correctly the Schaefer method of artificial respiration and tell your procedure in case of a water accident.	5
	45

D. Woodcraft—required 25 points

Collect and mount acceptably 15 different insects for the Camp Museum	5
Demonstrate how to make two types of snares	5
Collect and press for the Camp Museum 10 species of wild flowers	5
Make an acceptable bow and arrow and show the correct way of shooting	10
For a permanent camp improvement	5
Name five woods which give lasting coals suitable for roasting, baking, etc., and five which burn quickly leaving only ashes	5
Know the Indian trail signs	5
Make a "withe"; name three kinds of bark which may be used as a rope	5
	45

Third Year Tests

A. Physical—required 20

Form dive of 80 per cent	5
Swim ¼ of a mile	5
Pass Camp Life Guard	10
Qualify for No. 5 in the Merit Badge in Athletics	10
Hop, skip and jump for 20 feet	5
	35

B. Moral and Social—required 20

Swear on his honor that he has been free from tobacco and intoxicating drinks	2
Conquer one bad habit while at camp	3
Successfully head one Camp Fire	5
Attend two Sabbath exercises	5
Eat properly at meals and be prompt at all tasks	5
Neatness in camp and personal property and incur no camp penalties	5
	25

C. Educational—required 30

Write an essay of 300 words on some original plan for the betterment of Camp	10
Become a Life or Star Scout or if a Life or Star Scout get four merit badges	10
Get Marksmanship merit badge	5
Qualify for the complete "Want to Know It" certificate	10
Write a "complete log" of one week at camp	5
	40

D. Woodcraft—required 30

Demonstrate ability to paddle a canoe	5
Hike to Long Point, alone after dark with only a flash light	10
Take a knife, two matches and a seasoned log and boil a quart of water in fifteen minutes	5
Make a good tent leader	10
Describe: 20 trees	5
15 weeds	5
15 birds	5
	45

PLATE 57.—Water sports in a Boy Scout camp.

PLATE 58.—Croquet in a municipal camp.

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PLATE 59.—Playground Baseball upon an improvised diamond in a Girl Scout camp.

Y. W. C. A. Camp

Girls' Honor Awards

The Camp letter (M) will be awarded to all campers who earn 950 points or over.

The Camp emblem will be awarded to all campers who earn 800 points, but less than 950.

Intellectual Tests

1. Write a story of not less than 150 words on some phase of the Camp life		50	
2. Or serve as reporter on the Camp paper			
Close Order Drill—Military Courtesy		50	
3. Each camper must select one of the educational courses offered			
a. Attendance	50		
b. Test, oral or written	100	150	
4. Read one of the selected list of books and report to Tent Leader		50	
			300

Physical Tests

1. General Health			
a. Eating—proper mastication, and table manners	15		
(To be rated by Tent Leader for entire camping period)			
b. Care of the body, bathing, care of teeth, etc	15		
c. Regular sleep	20	50	
2. Hikes			
a. Conduct on march, according to instructions	25		
b. Condition upon completion of march	25		
		50	

3. Athletic meet.

Classification for Athletic and Aquatic Meets is as follows: I. Under 85 lbs. II. 86 to 100 lbs. III. 101 to 115 lbs. IV. 116 lbs. and up.

Select the five events you wish to enter; 50 points for entering 5 events. Point for places as follows: 1st place, 10 points; 2nd place, 6 points; 3rd place, 3 points; 4th place, 1 point.

100 yard dash—2 upper classes
75 yard dash—2 lower classes
Running broad jump
Standing broad jump
Caterpillar race (tent teams)

Baseball throw for distance
Basket ball throw
Obstacle race
Three-legged race
Inter-tent relay (4 girls to a team)
Total possible points in Athletics..... 100

4. Aquatic meet
Dive for form
Fancy dive
50 yard swim—2 upper classes
25 yard swim—lower classes
Plunge for distance
Breast stroke
Tub race
25 yard swim on back
25 yard relay (team of 4)
Four-oared crew race (enter in teams of 5)
Two girl crew
Canoe race (enter in teams of 2)
Pass one of the following tests:
Beginners..... 70
Life savers..... 50
Teach a beginner to swim..... 10
Total possible points in aquatics..... 100 300

Devotional Test

1. Bible study
a. Attendance and interest..... 50
(10 points a day for 5 sessions)
b. Pass a written test in a Bible Study Course..... 75 125
2. Religious meetings
Attendance and interest marked by Tent Leader for entire period..... 25
3. Tent devotions; same as above..... 25
4. Knowledge of the Bible
a. Learn books of the Bible, or
b. Learn a selected passage of Scripture..... 25 200

Service Test

1. Take part in some camp entertainment.....	10	
2. Camp details and duties (5 points a day for ten days).....	50	
3. Camp deportment (5 points a day for ten days).	50	
4. Report to Tent Leader any helpful service not required by Camp Directors. (Ask for suggestions.) Each service to count 8 points; the total not to exceed 40 points.....	40	
5. Camp inspection (5 points a day for ten days)..	50	200
		1,000

Citizenship

Each camper may be awarded not to exceed 50 points for citizenship. This award is to be made for only especially helpful citizenship; this to be decided by all the Leaders and the Directors.

Private Camp for Girls

Camp Honors

No girl, except under unusual conditions, should work for two honors in one season. To prevent any strain, one-fourth of the requirements should be finished by the end of the second week of July; another one-fourth by the end of July. All should be completed the Saturday before the final banquet, that is, by August 25, 1923.

First Honor. The First Honor may be won by campers twelve years old, or younger, who have learned how to care for themselves and their possessions and who have passed four Required (R) and two other honors. The winner is entitled to wear a "Y" upon her head-band.

Second Honor. To win the Second Honor means that the camper knows how and where to live and what to do in the open. The winner, having passed four Required (R) and three other honors, is entitled to wear a silver "H."

Third Honor. To win the Third Honor indicates greater efficiency in the varied activities of life in the open. The winner, having passed three Required (R) and four other honors, as well as the Required second honors, is entitled to wear a silver monogram pin. Usually girls between fourteen and sixteen win this honor.

Fourth Honor. The highest honor is given for "Camp Spirit" and leadership, the ability to take the responsibility of a small group of younger girls. Those campers sixteen or older who can guide others and who have passed the Required second and fourth honors are entitled to wear a pin of symbolic design. Such honor girls should be eligible for camp assistants.

First Honor

The five marked R—for Required—and two others must be passed.

R—CAMP SPIRIT. Approved by.....

Required throughout the season.

Indicated by interested participation in camp events, like assembly; promptness in meeting appointments and cheerfulness in making camp life "go."

R—HEALTH. Approved by.....

Required throughout the season.

General Appearance, including:
Good posture while standing, walking, sitting.
Personal Neatness.
Observance of Rest Hour and Taps.
Abstaining between meals.

That we may all have the best health, strength and appearance, eating between meals is discouraged unless it is especially advised by health officers, when candy may be taken immediately following dinner and crackers and milk, or fruit may be taken at 10:30 and 4:30, or ice cream cones substituted on hot afternoons.

R—TENT INSPECTION:

Required throughout the season.

Pass inspectors' requirements for bed-making, cleanliness and orderliness in tent, camp buildings, and grounds.

R—SWIMMING:

Standing front dive.
Jump into water, swim 50 yards using
(Choose 1).—Breast stroke one-third distance
Side stroke one-third distance.
Back stroke one-third distance.
Float one minute.
Elementary surface dive, standing on bottom, bring up definite object.
Act as subject in "tired swimmer carry" for ten yards.

R—CAMPCRAFT AND TRIP COOKERY:

Build two good fires, one for warmth and one for cooking, leaving fire properly put out.
Be able to cook; cocoa, bacon, toast.
Clean up after three meals satisfactorily.
Roll two good packs, sausage and square.

NATURE LORE (Choose three topics):

1. Birds:
Identification of ten birds by plumage and song.

2. Butterflies and Moths:
Identification of five butterflies.
Identification of five moths.

3. Trees:
Identification of fifteen kinds.

4. Flowers:
Identification of twenty kinds.

5. Ferns:
Identification of ten varieties.

6. Stars:
Ten constellations.
Six fixed stars.
Two planets.

7. Seeds.
Identification of five kinds of seeds and their methods of travel.

HANDCRAFT:

Choice of the following: Finish the article.
Weaving.
Modelling.
Basketry.

RECREATION:

Choose two points, number two being required.
1. Know four Folk Dances.
2. Know twenty games.
3. Know rules of game of Newcomb and take part in five practices.
4. Dramatics. Work out three points in acting, cleaning up or helping in plays.

MUSIC:

Know the words of twenty songs. Sing in chorus.

RIDING:

Know how to saddle, bridle and control a horse.
Know three gaits and when to use them.

First Honor Completed.

.....

Date.....

Second Honor

The five marked R—for Required—and two others must be passed.

R—CAMP SPIRIT. Approved by.....
Same as First Honor.

R—HEALTH. Approved by.....
Same as for the First Honor.

R—TENT INSPECTION. Approved by.....
Same as for the First Honor.

R—SWIMMING. Approved by.....

Standing front dive.

Jump into water, swim 100 yards, using breast stroke one-third distance.

Side stroke one-third distance.

Back stroke one-third distance.

Float one minute.

Fall out of boat, in bathing suit, come up without touching, swim and float for 15 minutes.

Break holds of person of same weight and strength, neck-deep in water—wrist, up and down, front neck.

Elementary surface dive, standing on bottom, bring up definite object.

Act as subject in tired swimmer carry ten yards.

Explain Schaefer method of resuscitation.

CANOEING. Approved by.....

1. Care of canoe:
   a. Launching.
   b. Making landing, paddling on one side
   c. Beaching.
2. Bow and Stern Paddling.
   a. Choosing a paddle.
   b. Correct strokes.
   c. Correct position in canoe. Changing position in canoe.
3. Manage canoe, paddling three miles.
4. First Canoe Test:

Keep afloat by swimming, treading water, or floating for 15 minutes.

CAMPCRAFT AND TRIP COOKERY:

Know the fundamentals of firebuilding and build two good fires, one for warmth and one for cooking, leaving the fire properly put out.

Be able to cook the simpler campcraft dishes such as:

cocoa	eggs, various ways
bacon	toast

Clean up after at least three meals satisfactorily.

Select food having the right values for a meal on a trip; know how it should be packed.

Roll at least two good packs, sausage and square.

Take enough hikes, including one ten-mile tramp, to prepare for mountain trips.

Know how to pick out a good spot for a bed on the ground and sleep in properly made bed, three nights.

R—NATURE LORE (Choose five topics). Approved by.....

1. Birds:
   Identification of 15 birds by plumage and song.
2. Butterflies and Moths:
   Identification of 10 butterflies.
   Identification of 10 moths.
3. Water Animals and Insects:
   Habits and food.
4. Trees:
   Identification of 25 kinds.
5. Flowers:
   Identification of 30 plants.
6. Seeds and How They Travel:
   Pollination.
7. Ferns:
   Identification of 15 varieties.
8. Stars:
   Ten constellations.
   Six fixed stars.
   Two planets.
   Star lore.

HANDCRAFT. Approved by.....

Choice of the following, finish the article satisfactorily:

Puppetry.
Weaving.
Modelling.
Basketry.

RECREATION. Approved by.....

Choose any three points:

Know seven Folk Dances.
Know and be able to teach twenty Group games.
Know rules of the game of Tennis.
Come out to at least seven practices with instruction.

Know rules of the game of Volley Ball.
Come out to at least nine practices.
The Honor in "Recreation" requires not only a knowledge of the game, but also that the "honor girl" has consistently been a good sport, and has shown loyal cooperation with the group.

MUSIC. Approved by.....
Attend morning gathering and take part in singing.
Know the words of 30 songs, at rate of 5 a week.

NATURAL DANCING. Approved by.....
(Honors to be announced)

RIDING. Approved by.....
Care of horse; saddle, bridle and control.
Know 3 gaits and when to use them.

Second Honor Completed
.....
Date.....

Third Honor

The 3 marked Required and 4 others must be passed.
All Required Second Honors must be passed off.

R—CAMP SPIRIT. Approved by.....
Required throughout the season.
Same as for First and Second Honor.

R—HEALTH. Approved by.....
Same as First and Second Honor.

R—TENT INSPECTION. Approved by.....
Same as First and Second Honor.

SWIMMING. Approved by.....
Minimum age, 14 years—
Two more fundamental strokes.
Swim 25 yards on back using legs only.
Swim 25 yards using arms only.
Float 3 minutes or tread water 3 minutes.
Pass 2nd class canoe test.
Break holds in deep water.
Wrist.
Front and neck.
Surface dive for definite object.
Side stroke carry, 30 feet.
Tired swimmer carry, 30 feet.

Demonstrate and explain Schaefer method of resuscitation.
440-yard swim.
Running front dive.

CANOEING. Approved by.....

Second Honor in swimming.
Theories of wind and current.
Pass second canoe test: Camper in camp costume over bathing suit is tipped unexpectedly from a canoe. The clothing is removed, one hand holding onto canoe, the clothing is placed in canoe and the canoe towed ashore.
Landings, paddling, starboard and port, making landings both to starboard and port.
Paddle around the float, within ten feet of it, landing on the fifth side; once paddling starboard and once paddling port.

CAMPCRAFT AND TRIP COOKERY:

In addition to Second Honor know how to—
1. Build, use, or care for,
Reflector fires.
A fire in the rain (two matches, no paper).
Fire prevention.
Knife and axe.
Matches.
2. Supervise:
Planning, packing and cooking of meals or. an overnight hike for group of not less than four.
3. Carry a pack, care for feet, administer first aid such as might be necessary on an overnight hike.
4. Choose camp site and provide for sanitation.

HANDCRAFT. Approved by.....

Make three pieces in any line of handcraft, each one showing progress over the preceding. It is recommended that one piece be given to the camp to be placed in a permanent exhibition.

RECREATION.

Tennis:
Attend eighteen hours of the practices for tennis twelve of which may be taken at any time. The remaining six of these eighteen hours must be with instruction, which will be given at the appointed hours.
Party:
Help in planning and putting on a party.

(Other honors to be announced.)

MUSIC. Approved by.....

Regularly attend morning gathering, taking part in the singing.

Write an acceptable camp song before the end of the first month.

Know thirty songs at the rate of five a week.

NATURAL DANCING:

(To be announced.)

PHOTOGRAPHY:

Be able to judge when to take a snap shot, when a time exposure.

Produce three of the following, including good composition: Group (time): Wood scene; water scene; picture of action; a village view; a mountain view.

RIDING. Approved by.....

Pack horse for trip. Take one overnight horse-back trip, caring for all equipment.

Third Honor Completed.

.....

Date.....

Fourth Honor

Any girl sixteen years of age who has won the Second and Third Honor may win the Fourth Honor by fulfilling the following requirements:

(Four required, three elective.)

R—CAMP SPIRIT. Approved by.....

Same as for previous honors.

R—HEALTH. Approved by.....

Same as for previous honors. Be qualified to act as "health inspector" for children under twelve.

R—TENT INSPECTIONS. Approved by.....

Same requirements as for previous honors.

Be qualified to act as an inspector.

SWIMMING. Approved by.....

Use 3 different strokes, for 50 yards.

Swim 50 yards, using legs only.

Swim 50 yards, using arms only.

Swim 50 yards in costume; undress and swim 50 additional yards.

Use surface dive to bring up human object from bottom.
Break holds in deep water, against opposition—
Wrists.
Front neck.
Back strangle.
Use side stroke carry for 25 yards.
Use tired swimmer carry for 25 yards.
Use struggling swimmer carry for 10 yards.
Speed swimming.

CANOEING:

Pass Third Honor in swimming.
Paddle efficiently and well on two canoe trips.
Demonstrate ability to repeat 4 and 5 under Second Honor.
Know emergency methods of mending canoe.

R—CAMPCRAFT AND TRIP COOKERY:

Having completed required second and third honors be able to plan the menus, select and pack the supplies and supervise the cooking on a long trip (like the canoe or a mountain trip).

Teach a group of four or six how to build two kinds of fires, prepare, serve and clean up a breakfast and a dinner.

HANDCRAFT. Approved by.....

Metal work.
Weaving.
Blocking.
Batik.

Show ability to make satisfactory article in any one of the crafts, with no assistance.

Be able to give assistance in instructing some one in crafts.

RECREATION

Tennis:

Attend twenty-one hours of the practices for tennis, fourteen of which may be taken at any time. The remaining seven of these twenty-one hours must be with instruction. Ability to instruct in the fundamental rules of tennis and referee a match.

Parties: Direct two camp parties.

(Other honors to be announced.)

MUSIC. Approved by.....

Regularly attend morning gathering, taking part in the singing.

Know thirty songs at the rate of five a week. Have an acceptable voice and be chosen camp song leader by a competitive tryout.

NATURAL DANCING:

(To be announced)

PHOTOGRAPHY:

Produce a picture acceptable for publication by the camp, a paper, book or magazine.

RIDING. Approved by.....

Assist on riding trips.

Be able to instruct others in care and use of horses.

Fourth Honor Completed.

.....

Date.....

Girl Scout Camp

Requirements for Camper's Badge

1. Know precautions necessary in making safe bathing arrangements.
2. Swim fifty yards.
3. a. First Aid treatment for strains, abrasions, burns; stop bleeding; Shaefer method of resuscitation.
   b. How to take pulse, respiration, antidotes for poisons, treatment for poison ivy, sunstroke, heat prostration, fainting and irregularity of bowels.
4. Draw up list of necessary equipment for Scout to take when camping.
5. Be able to build and light a fire in the open; know precautions to take in building and extinguishing fires; know how to use and handle safely an axe and hatchet; know laws of conservation and different kinds of woods.
6. Show ability to cook for ten or more persons.
7. Serve on color guard and know duties of color guard.
8. Know how to choose camp site.
9. Know how to make proper sanitary arrangements for camp.
10. Must have been on at least one overnight hike.
11. Know how to roll blankets to carry over shoulder or on back.
12. Know how to make comfortable bed on ground.
13. Be able, with the assistance of three others, to pitch a tent and understand the care of ropes and canvas. Know how to ditch for rain.
14. Know how to procure pure drinking water.
15. Must have slept twenty-five nights out in the open or under canvas.
16. Must show practicability, adaptability, good spirit and imagination.

PLATE 60.—Boating and canoeing. Camp Fire Girls' camp.

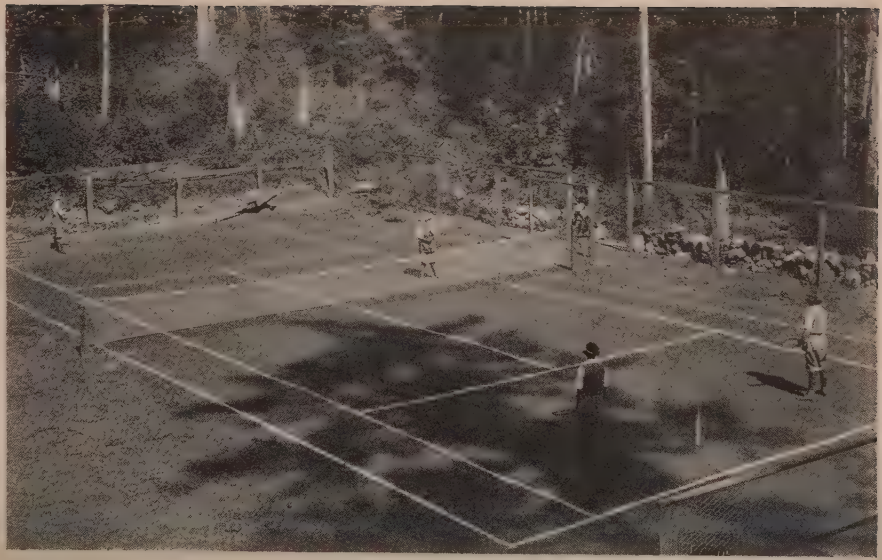

PLATE 61.—Tennis in a private camp for girls.

Spare-time Work for Campers

1. Lashings and knots.
2. Transplant one tree successfully.
3. Build two different types of crane.
4. Build three different types of fire.
5. Cut down a tree.
6. Do something to improve the natural beauty of your camp.
7. Draw a map and demonstrate ability to follow one.
8. Tent pitching.
9. Know how to lay and follow a trail.

For presentation of other systems of awards and honors see:

"Camp and Outing Activities," Cheley-Baker, Association Press, New York, 1915, chap. X, pp. 258–301.

"Camp Management," Gibson, The Murray Printing Company, Cambridge, Mass., 1923, chap. XIX, pp. 224–234.

For plans of achievement passing through successive stages or ranks see:

"Boy Scout Handbook," Boy Scouts of America, 200 Fifth Ave., New York.

"The Book of the Camp Fire Girls," Camp Fire Girls, Inc., 31 E. 17th St., New York.

"Scouting for Girls," Girl Scouts, Inc., 189 Lexington Ave., New York.

"Bee Hive Girls' Handbook," Young Ladies Mutual Improvement Association, Church of the Latter Day Saints, Salt Lake City, Utah.

"Woodcraft Manual for Boys" and "Woodcraft Manual for Girls," Woodcraft League of America, 370 Seventh Avenue, New York.

(For references to systems of honors and awards in athletic badge test and group athletic activities see references under Physical Activities section of Chapter on Bases of Program Making, page 303.)

(For American Red Cross system of awards and honors in swimming and life-saving, see section on Rules and Regulations Governing Certain Activities, pages 239–241.)

Daily Camp Program

The daily camp program should be prepared by the director before the opening of the camp. These programs

are of three kinds, the routine program for six days of the week, the Sunday program and program of special events.

The following are examples of these programs as used in several different types of camps:

Church Fresh Air Camp

Daily Program

A. M.
7:15 Rising bell
8:00 Breakfast
8:30 Prayers
8:45 Flag raising
9:00 to 10:00 Tidy rooms, etc.
10:00 to 11:00 Games
11:00 to 11:30 Singing and storytelling

P. M.
12:30 Dinner
1:00 to 2:00 Rest
2:00 Tuck shop
3:00 to 4:00 Bathing
4:00 to 5:00 Story hour
5:30 Tea, or supper
6:30 to 8:00 Games or walk
8:15 Prayers
8:30 Bed
9:00 Lights out

University Camp Conducted for Boys 12 to 16 Years

Daily Program

6:30 A.M. Rising bugle. Hoisting flag. Setting-up exercises. Tooth brush drill. Morning dip.

7:15 A.M. Breakfast.

7:45 A.M. Police and work details. Boys work at peeling potatoes, cleaning up camp, beach and boats, cutting wood, cleaning up the woods and improving the road.

9:30 A.M. Educational period.

1. First-aid instruction under camp doctors.
2. Scouting activities taught.
3. Nature study by expert ornithologist and entomologist.
4. Indian craft taught by Indian Chief and Squaw,

including moccasin making, making of birch-bark and elm-bark canoes, bead work, mat making, basketry, bow and arrow making and other manual arts.

The group is divided into four sections in this educational period and rotated each day so that each boy is taught in each department.

11:00 A.M. Swimming.
11:45 A.M. Personal inspection.
12:00 Dinner.
12:45 P.M. Camp store and bank open.
1:00 P.M. Quiet hour and leaders' meeting.
2:00 P.M. Baseball league games. Boating by tents under leadership.
4:00 P.M. Swimming.
5:30 P.M. Tent inspection.
6:00 P.M. Supper.
6:30 P.M. Twilight games.
8:00 P.M. Camp-fire program including songs and yells, stunts by boys and leaders, talks by leaders and visitors, moving pictures, and so forth.
9:00 P.M. Warning whistle.
9:30 P.M. Taps.

Sunday Program

7:30 A.M. Rising bugle.
8:00 A.M. Breakfast.
8:30 A.M. Camp policing and duties.
9:00 A.M. Personal inspection.
9:15 A.M. Catholic boys taken to church.
9:45 A.M. Protestant boys taken to church.
10:30 A.M. Service for Jewish boys in charge of Jewish leader.
1:00 P.M. Dinner.
1:30 P.M. Quiet hour.
3:00 P.M. Treasure hunt or special stunts.
4:30 P.M. Swimming.
5:30 P.M. Lunch.
6:30 P.M. Sing.
8:00 P.M. Camp-fire program with special speaker, system of honors and awards.

Awards for personal inspection, i.e., cleanest boy in camp given necktie, pair of stockings, or something for personal wear.

Award to boy winning personal inspection for entire period, pair of tennis shoes or some other similar piece of wearing apparel.

Award for tent winning inspection each day, banner

hung on tent and tent given privilege of raising and lowering flag.
Award for tent winning inspection for entire period, watermelon.
Award for tent winning baseball championship, watermelon.
Award for first place in track events, some article from camp candy store.
Award for the two best all-round campers selected by the leaders in counsel, privilege of staying over for one more section of camp, personal mention going to the alternate.

Junior Agricultural Club Camp

Boys and Girls—Upper Grade and High School Age

Daily Program

Manager

6:00 A.M.	Bugle	Alarm Clock
6:10	Flag Raising	Star Spangled Banner
6:30	Setting-up exercises	Morning Swim
7:00	Breakfast	Songs and Yells

Group Instruction

8:00 A.M.—10:55 A.M.

Four H development, State Y. M. C. A.
Nature study
Special problems for boys — Y. M. C. A. and Extension Instructors
Special problems for girls — Y. M. C. A. and Extension Instructors
Agriculture
Home economics

11:00 A.M.	Medicine ball
11:15	General assembly lecture Tuesday Wednesday Thursday
12:00 Noon	
1:30 P.M.	Leaders conference
1:45	Play and recreation
4:30	Rest
6:00	Supper
7:30	Vesper service Monday Tuesday

Wednesday
Thursday
8:00 Camp fire
9:30 Bed

Industrial Adult and Family Camp

Daily Program

A. M.
7:00 Reveille
7:15 Setting-up Exercises; Morning Dip (optional)
8:00 Breakfast
9:00 Inspection of Camps
9:30 Games, Hikes, Boating
10:00 Swimming Instruction (by appointment)
11:00 Swimming
11:45 Recall
12:30 Dinner
2:00 Games, Hikes, Boating, Races, etc.
4:30 Swimming
5:00 Recall
6:00 Supper
7:30 Entertainment
10:00 Taps

Signed: *Camp Director.*

Big Brother Camp

(Boys Under 16 Years)

The Program of Activities

	A. M.	*P. M.*	*Evening*
Monday	Inter-group Games 1. Indoor baseball 2. Volley ball 3. Basketball 4. Cat 5. Rowing	Club Activity 1. Nature study 2. Shopwork 3. Rowing	Song Night
Tuesday	Inter-group Games	Short Hike	Boxing and wrestling
Wednesday	Athletic Meet (prizes to winners)	Club Activity	Pillow Fighting
Thursday	All Day Hike		Stunt Night (each group does a stunt)
Friday	Aquatic Meet (prizes)	Inter-group Games	Services, Songs and Stories
Saturday	Sabbath Service	Nature Study Hike	Show Night (presentation of rehearsed play); or Camp Fire (if boys leave Sunday)
Sunday	General Camp Clean-up	Rowing Games	Camp Fire (if boys are in Camp Sunday)

Institutional Camp (Orphan Asylum)

(Girls 7½ to 17 Years)

7:00.....Rising Whistle
7:10.....Morning Dip
7:30.....Bed Making
7:45.....Flag Raising
8:00.....Breakfast
8:30.....Camp Duties
9:00.....Sick Call
9:15.....Morning Activity
- 2 groups Rowing
- 2 groups Paddling
- 2 groups Hiking
- 2 groups Berry picking or Nature walk
- 2 groups Laundry
- 2 groups Games or Story-telling

11:00.....Life Saving Class
11:15.....Swimming
12:30.....Staff Swims
12:30.....Campers eat Dinner
1:00.....Campers write Letters, or read
1:00.....Staff eats Dinner
1:30.....Strictly enforced Rest Hour
2:30.....Afternoon Activity

These vary every afternoon. Some are omitted each day.

- 2 groups Games or Playground work
- 2 groups Regular Athletics
- 2 groups Rowing
- 2 groups Paddling
- 2 groups Nature work
- 2 groups Girls' Scout work
- 2 groups Arts and Crafts
- 2 groups Dramatics

4:30.....Swimming
5:30.....Staff Swim
6:00.....Campers eat Supper
6:30.....Staff eat Supper
6:45.....Candy and Postage sold 3 times a week
7:00.....Library is open
7:30.....Evening Activity begins
8:30.....Sing Taps and go to Bed
9:00.....Campers must be Quiet
10:00.....Staff Retires

Girl Scout Camp

(Girls 12 to 17 Years)

Camp Program

A. M.		P. M.	
6:00	Reveille	1:00	Court of Honor
6:10	Jerks	1:30	Rest Hour
6:20	Dip	2:30	Swimming
7:15	Colors	3:15	Lunch and Canteen
7:30	Breakfast	3:30	Free Time
8:00	Fatigue	4:00	Games
9:00	Tent Duty	5:00	Patrol Meetings and Health Reports
9:30	Inspection		
9:45	Lunch and Canteen (milk and graham crackers)	5:30	Retreat
		5:45	Supper
		6:30	Songs and Camp Fire
10:00	Class Work	8:15	Tattoo
11:00	Free Time	8:30	Taps
12:00	Dinner		
12:45	Store		

Special Events in a Girl Scout Patrol Leaders' Camp

Thursday	Aug. 9	Overnight Hike
Friday	Aug. 10	Dinner Out of Doors
Saturday	Aug. 11	"Jolly-up"
Monday	Aug. 13	Hike to Peaked Hill
Tuesday	Aug. 14	Dinner Out of Doors
Wednesday	Aug. 15	Trip to Pittsfield
Thursday	Aug. 16	Overnight Hike
Friday	Aug. 17	Song Recital
Saturday	Aug. 18	Competitive Games
Monday	Aug. 20	Climb Mt. Belknap
Tuesday	Aug. 21	Moonlight Straw Ride
Wednesday	Aug. 22	Overnight Hike
Thursday	Aug. 23	Old Home Week Celebration
Friday	Aug. 24	Dinner Out of Doors
Saturday	Aug. 25	Field Day
Monday	Aug. 27	Moonlight Straw Ride
Tuesday	Aug. 28	Dinner Out of Doors
Wednesday	Aug. 29	Overnight Hike
Thursday	Aug. 30	Brownie Demonstration and Competitions

Girl Scout Camp

Sunday Program

A. M.	
6:55	Reveille
7:00	Calesthenics
7:10	Dip
7:30	Tent Duties
7:50	Inspection
8:00	Colors
8:10	Breakfast
8:30	Kamp Kapers
9:00	Catholics to Mass
9:15	Protestants to Church
10:00	Write Home
11:30	Scouts Own
P. M.	
12:30	Dinner
2:00 to 4:00	Visitors
3:00 to 3:30	Swimming, first and second intermediates
3:30 to 4:00	Swimming, beginners and advanced
4:00	Goodbye to Visitors
4:15 to 5:15	Rest Hour
5:20	Retreat
5:30	Supper
7:00 to 7:30	Hikes. All out
7:30	Camp Fire Stories
8:30	Tattoo
9:00	Taps

Camp Fire Girls' Camp

(Girls 12 to 17 Years)

Program

A. M.	
6:55	First Call
7:00	Reveille
7:15	Dip, Shower, or Setting-up Exercise
7:50	Flag Raising; Announcements
8:00	Breakfast
8:45 to 9:15	Preparation for Tent Inspection
9:15 to 9:45	Tent Inspection
10:00 to 10:30	Police Camp
10:30 to 11:00	First Aid Classes
11:00 to 12:00	White Caps Swim
	Red Caps Hand Craft

	P. M.	
	12:10	Dinner
	12:40	Canteen Open
1:00 to	2:00	Rest Hour
2:00 to	2:30	Camp Fire Meetings; Stunt Practice, etc.
2:30 to	3:00	Red and Blue Caps Swim White Caps Hand Craft
3:45 to	5:00	Walks. Nature Study
	5:20	Flag Lowering
	5:30	Supper
6:15 to	6:30	Visiting Hour
6:45 to	7:30	Athletic Games
7:45 to	8:45	Bon Fire and Tent Stunts; Awarding Flag, etc.
	9:15	Lights Out

Boy Scout Camp

(Boys 12 to 17 Years)

Daily Program

A. M.	
6:55	First Call
7:00	Reveille Assembly Reception to the Colors Pledge of Allegiance
7:10	Physical Culture
7:30	Personal Hygiene
7:50	Mess
8:15	Camp Duties
9:15	Inspection
10:00	Scout Classes and Tests
11:45	Recall
M.	
12:00	Mess
P. M.	
12:30	Canteen Period
1:15	Siesta Period
2:00	Athletics and Class in Scout Handicraft—Rifle Range
4:00	Company Swim
4:30	Company Swim
5:00	Recall
5:20	Dress Parade Reception to the Colors

Presentation of Inspection Banner
Scout Oath and Laws Repeated
5:30 Mess
6:00 Canteen Open
6:45 Drill, Military or Signal Flag
7:15 Inter-tent Indoor Ball League
8:00 Camp Fire Program
9:10 Tattoo—Scout Benediction
9:30 Taps

Boy Scout Camp

Daily Program

The following daily program will be carried out with variations from day to day in the matter of sports, excursions, hikes, etc., and in the topics to be discussed at the "Pow-Wows":

A. M.
6:30 Rising Hour
6:40 Reveille
6:50 Setting-up Exercises
7:15 Breakfast
8:00 Doctor's Inspection
8:20 Police Duty
8:50 Tent Inspection
9:00 Classes } Classes will be conducted in all scout
9:45 Classes } subjects according to a definite
10:30 Classes } schedule to fit all those in camp.
11:15 Pow-Wows

M.
12:00 Dinner

P. M.
1:00 Quiet Hour
1:30 Camp Work
2:40 Baseball Tournament, Track Coaching, Drill, Scout Meet, Hiking Excursions
4:00 Swimming
5:00 Supervised Games
6:00 Supper
7:00 Retreat
7:10 Supervised Games
8:00 Council Fire—Entertainment
8:30 Council Fire—Chief's Talk
9:00 Tattoo
9:30 Lights Out. Taps

PLATE 62.—Baseball, Y. M. C. A. camp.

PLATE 63.—Wall-scaling, Boy Scout camp.

PLATE 64.—Tent-pitching, Camp Fire Girls' camp.

PLATE 65.—Outdoor cooking, demonstrating reflector baking oven, Camp Fire Girls' camp.

Sunday Services.—At 9.00 A. M. Sunday morning, Scout Sunday School (non-secretarian) will be held, using the Scout Law as the lesson. At 10.00 A. M., separate church services will be held for Catholic, Lutheran and other Protestants in three non-conflicting places about camp. From 2.40 to 4.00 P. M., Sunday afternoon, will be especially set aside for visitors, with an exhibition drill preceding.

Settlement Camp

Daily Schedule

A. M.
7:00 Reveille
1. Wash up: Face, neck, hands, ears, teeth
2. Air blankets
3. Make bunks
7:45 Breakfast
9:10 Camp Work
10:45 Bunk Inspection
11:00 Swimming
12:00 Row Boating

P. M.
12:30 Dinner
1:00 Rest Hour
1. Nap
2. Quiet games
3. Library
4. Candy store
3:00 Swimming
4:00 to 5:15 Athletic Games and Row Boating
5:30 Supper
6:30 Candy Store and Library
7:00 Row Boating for Non-Swimmers
8:00 Camp Fire, Songs, Stories, Imitations, Shows
9:00 To Bed
9:30 Taps

Municipal School Camp

Separate Periods for Boys and Girls

A. M.
6:30 First Call, everybody up, answer Roll Call
7:00 Flag Raising, Calisthenics
7:30 Breakfast
8:30 to 9:30 Prepare for Inspection
9:00 Inspection

9:15 to 9:30	Assembly and Morning Sing
9:30 to 11:00	Instruction in First Aid, Nature Study, Stenciling, Camp Craft, Poster Making, Dramatics, Whittling, etc.
11:15 to 11:55	Morning Swim

P. M.	
12:30	Dinner
1:15	Rest Period
2:15 to 4:30	Afternoon Events. (Varies from day to day)
4:30 to 5:20	Afternoon Swim
5:50	Retreat and Flag Ceremony
6:00	Supper
6:30	Team games, stunts, boating until dusk. (Schedule will vary daily)
	Camp Fire talks, story-telling, dramatics, music, etc.
8:50	Call to Quarters
9:10	Lights Out
9:15	Absolute Quiet

Y. M. C. A. Camp

(Boys 12 to 16 Years)

Daily Program

A. M.	
7:00	First Signal
7:10	Second Signal Report within circle around the flag pole
7:13	Signal for flag raising
7:15	Setting-up drill
7:20	Dip
7:35	Prepare tents for inspection
8:00	Chapel service at dining hall
8:05	Breakfast
9:00	Squad duties
9:30	Instruction groups
11:00	Swimming class
11:30	Swim for boys 12 to 13
11:50	Swim for boys 14 to 16

P. M.	
12:20	Prepare tents fo. inspection
12:40	Dinner whistle
12:45	Dinner

1:30 Store and office open
2:30 Afternoon games and activities
4:30 Swim for boys 12 to 13
5:00 Swim for boys 14 to 16
5:35 Flag lowering
5:45 Supper
6:30 Games on campus
7:45 Group activities, Mass meetings, Camp Fire or entertainment
8:45 First whistle for bed
9:00 Second whistle—tent vespers
9:10 Third whistle—lights out—all quiet

Sunday Program

A. M.
8:00 First Signal
8:10 Second Signal
8:13 Flag raising
8:15 Setting-up drill
8:20 Dip
8:35 Prepare tents for inspection
8:55 Breakfast whistle
9:00 Breakfast
9:45 Squad duties
10:30 Sunday wash, boys 12 to 13
11:00 Sunday wash, boys 14 to 16
11:45 Signal for chapel
12:00 Chapel

P. M.
1:10 Dinner whistle
1:15 Dinner
2:00 All must write home
3:15 Walking groups, stories, special squads, health talks, nature study, class in signaling.
4:30 Swim for boys 12 to 13
5:00 Swim for boys 14 to 16
5:50 Flag lowering
6:00 Supper
6:45 Campus games
8:00 Evening song service and presentation of awards
8:45 First whistle
9:00 Second whistle, tent vespers
9:10 Last whistle—lights out—all quiet

Y. W. C. A. Camp

Orders of the Day

Week Days	*Sunday*
7:15 Rising Bell	7:45
7:15–7:30 Morning Dip	
8:00 Breakfast Bell (Warning Bell 7:50)	8:30 (Warning Bell 8:20)
8:30 Morning Assembly	
9:00 Tent Inspection Flag Raising	9:30
9:30 } Recreation Leader 11:00–11:30 Swimming }	
12:30 Dinner Bell (Warning Bell 12:20)	1:00 (Warning Bell 12:50)
1:30–2:30 Rest Hour	2:00–3:00
2:30–4:00 Games	
4:00–4:30 Swimming	
6:00 Supper Bell (Warning Bell 5:50)	
7:30 Games	Vesper Service after Supper
10:00 All Quiet Bell (1st Warning Bell 9:30) (2nd Warning Bell 9:50)	

Saturday Swimming, 4:30–5:00

Sunday Swimming, 4:00–4:30

Private Camp for Girls

Camp Schedule

Mon., Wed., Fri.	*Tue., Thu., Sat.*	*Sundays*
6:45 Rising	Rising	
7:15 Dip	Dip	7:15 "Wake Ye, Arise"
7:30 Breakfast	Breakfast	
8:15 Tents	Tents	8:00 Breakfast
8:45 Assembly	Assembly	
9:30 Dancing (1)	Pottery	9:30 Assembly
Tennis Instruction	Tennis Instruction	
Nature Walks	Nature Walks	
9:45 Riding	Riding	
10:30 Weaving, Belt Making	Puppets 1	
Dancing (2)		
Crackers and Milk	Crackers and Milk	11:00 Sunday Service
11:00 Riding		
12:30 Dinner	Dinner	1:00 Dinner
1:10–2:40 Rest Hour	Rest Hour	1:45–3:00 Rest Hour
2:45 Swim: Groups 1 and 2	Swim: Groups 1 and 2	
	Riding (Th. & Sat.)	3:00 Swim
3:30 Swim: Group 3	Swim: Group 3	
4:30 Puppets 2	Basketry (Tu. & Th.)	
Crackers and Milk	Crackers and Milk	
6:00 Supper	Supper	
6:30	Riding (Tu. & Th.)	5:30 Canteen Supper
6:45 Games, Dances, Parties	Games, Dances, Parties	
7:45 Goodnight Song	Goodnight Song	6:30 Evening Gathering
Crackers and Milk	Crackers and Milk	
8:30 Taps	Taps	8:30 Taps

Private Camp for Boys

Daily Program

A. M.	
6:30	First Call
6:40	Assembly 1. Roll Call 2. Flag Raising 3. Setting-up 4. Morning Dip
7:25	Mess Call
7:30	Assembly for Mess
8:40	Inspection
9:00	School Work 1. Woodcraft 2. Scouting 3. Instruction (Special)
11:00	Swim Instruction in diving, etc.
P. M.	
12:25	First Call for Dinner
12:30	Assembly for Dinner
1:00 to 2:00	Rest Period
2:00 to 4:00	Games (Minor games or quiet games as some call them)
4:00 to 5:00	Supervised games
5:00	Swim
5:50	First Call for Supper
5:55	Assembly 1. Retreat 2. Announcements
6:00	Supper
8:00	Evening Program, Story-telling, Camp Fire, etc.
9:15	Taps

Girls' Club Camp

Daily Program

A. M.	
7:00	Reveille
7:10 to 7:15	Morning Dip
8:00	Breakfast
8:30 to 9:30	House Duties
9:30 to 10:30	Nature Study or Short Hike or Basket Ball
11:00 to 11:30	Swimming, beginners only

	P. M.	
	12:30	Dinner
1:15 to	2:15	Rest Hour
	3:00	Swimming
3:30 to	6:00	Free Time
	6:00	Supper
7:30 to	9:30	Evening Program
	10:00	Taps

Evening Program

Monday	evening	Bus trip, picnic supper
Tuesday	evening	Baseball
Wednesday	evening	Free night
Thursday	evening	Camp Fire
Friday	evening	Stunt night
Saturday	evening	Initiation

The following is a typical two weeks' program of the activities conducted at a Western municipal recreation camp. Evening entertainment is planned by the Director and talent chosen from the campers and the workers.

Saturday	Arrive camp
Sunday	Around camp
Monday	Cascades and Overhanging Rock—6 P. M.—2 miles
Tuesday	Twin Falls—8 A. M. (lunch)—7 miles Bower Cave by auto—1 P. M. Return 5 P. M.
Wednesday	Riverbank Hike—6 P. M.—2 miles Horseback Ride to Canyon View—6 P. M.—2 hours
Thursday	Hike to Sunset Point over Old Yosemite Road—6 P. M.—3 miles
Friday	Haunted House Stunt—7 P. M.—1 mile
Saturday	Bower Cave Overnight Hike—6 P. M.—8 miles to camping place Bower Cave by auto—1 P. M.
Sunday	Continue on to Bower Cave—2 miles (20 in all) Returning in evening Twilight Service—7 P. M.
Monday	Horseback Ride up the Berkely Road—6 P. M.—2 hours
Tuesday	Boundary Line Hike—6 P. M.—3 miles Tunnel Hike—6 P. M.—3 miles Berkely Camp Hike—8 A. M. (lunch)—12 miles
Wednesday	Hetch Hetchy Trip—9 A. M. (lunch) by train

Thursday	Picnic at Big Swimming Hole—noon
	Farewell Night
Friday	Depart at 5.30 A. M.

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CHAPTER VII

BASES OF PROGRAM MAKING

The camp site, its layout and equipment, the entire staff personnel, all the mechanics of organization and the campers themselves constitute an environment in which the campers live for a certain specified time.

The series of acts of living during that time is the program of the camp.

Obviously the program or the series of acts of living may be classified into two general groups:

1. Those acts that have to do with the routine care of the body and the routine care of the physical environment. These are more or less acts of necessity. Among them are dressing and undressing, sleep, preparation of foods, eating, bathing, rest, elimination of waste, cleaning of teeth, hair and nails, cleanliness and order in sleeping quarters, proper care of clothing and other personal belongings, sanitary care of the dining hall, kitchen and all other structures and all equipment used in the storage, preparation and serving of foods, neatness and order in camp grounds, sanitary disposal of garbage, sewage and human excreta and the proper care of all structures and utensils used in such work.

The primary purposes of this part of the camp program are:

a. To protect and promote the health of the campers.

b. To insure the greatest possible comfort and convenience.

c. To insure the highest possible degree of safety,

d. To promote unity and order so that everyone may have an equal opportunity to secure the maximum benefits of living in the camp,

e. To inculcate personal and community health habits; cooperation; love of order, neatness and cleanliness; spirit

of service; obedience to authority; sense of responsibility; self-reliance; increased knowledge of the proper care for the body and its physical environment.

The educational importance of this part of the program in boys' and girls' camps especially, cannot be too strongly emphasized. In general it may be said that the further a camp gets away from a large measure of participation by the campers in all the possible acts of living involved in this division of the program, the less educational the camp becomes. Those camps that are so organized and conducted as to relieve the campers of most of these necessary acts have eliminated activities of tremendous development possibilities.

Adult camps that relieve the campers from participation in service activities lose one of the finest opportunities for the creation of a community of spirit born of service. Recreation activities should always be balanced by a reasonable amount of genuine service work activities.

In general this phase of the program employs about sixteen hours out of every twenty-four. These sixteen hours are divided into ten hours for sleep and six hours devoted to service activities.

2. The second part of the program is made up of all those acts of living that express in various ways fundamental natural impulses, desires and interests of the campers. The vitality and the developmental value of this part of the program will depend upon how closely it harmonizes with these great natural interests and how skilful the leaders are in aiding their release. Some of these fundamental interests are:

a. Physical. To express themselves in forms of physical activities that employ the large muscle groups of the body, especially, is a supreme interest of children and young people. The impulse to physical activity is nature's method of promoting physical growth and establishing nervous resources and stability. Through the acts to which this impulse to physical activity gives rise profound influences are exerted upon mental growth and training in various social qualities.

In adult camps it is equally important to give much attention to a physical program but for a different reason. In adult camps expression in physical activities is not

so much concerned with the growth and development of the physical organism as it is with the re-creation of the organism.

Out of this interest spring such activities as swimming, diving, rowing, canoeing, sailing, hiking, riding, mountain climbing, shooting, archery, track and field sports and all manner of unorganized and organized games and sports.

In the development of this part of the program emphasis should be placed upon activities prompted by the physical environment such as swimming, diving, life saving, rowing, canoeing, hiking, mountain climbing, shooting, archery, riding, tree climbing, etc., rather than upon track and field sports and highly organized games although the latter have their place in an organized camp. In the brief period the children are in camp the effort should be made to promote physical activities as different as possible from those activities which they usually have in their home communities.

Special emphasis should be placed upon individual tests of proficiency, and group and mass activities so that everyone shall have an opportunity to participate. It is unfortunate that highly organized team game competitive athletics between camps has developed to such a degree, in some sections of the country, especially between boys' camps. Most of the evils of such forms of athletics present in high schools and colleges gradually creep into the camp life, when there is absolutely no necessity for permitting them. It would be far more wholesome if such competitive activities were confined to intra-mural athletics. But above all else activities prompted by the environment should be promoted. From a social viewpoint it is valuable for campers of nearby camps to mingle together from time to time in informal games and sports and other outdoor activities.

(Pictures facing pp. 102, 144, 152, 153, 168, 169, 226, 238, 239, 246, 247, 258, 259, 270, 271, 280, 290, and 297 illustrate various types of physical activities.)

b. Environmental Interest. One of the earliest interests to show itself in children is the interest in their environment. Even before a child is out of the cradle it begins to learn the nature of things and of people about it by touch, taste, sight. With the ability to crawl, and later

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PLATE 66.—Woodcraft in a Girl Scout camp.

PLATE 67.—Pottery-making in a Camp Fire Girls' camp.

to walk, this getting in touch with and adjusted to its environment goes on ceaselessly. Children are living question marks. This interest is the basis of all instruction and learning, the basis of all scientific investigation and achievement. To want to know is one of the most natural of impulses. This divine curiosity is of incalculable value to mankind. A proper development and guidance of this interest is one of the greatest needs of American life today. The camp provides one of the best possible environments for its development.

Out of this interest spring all activities having to do with nature lore, woodcraft, map making, collections, nature museums, excursions to historic points of interest and to places of scenic beauty or natural wonders, educational excursions for the purpose of studying the occupational pursuits in the surrounding country, studies from pamphlets and books giving information concerning all things in nature,—water, earth, growing things, animate life, the sky, etc.,—in short all those activities, active and passive, that have to do with learning about the environment in which the campers live.

As a developmental agency a camp has failed signally if at the end of even a week, or at the most two weeks, each camper does not know the names of a few trees, or flowers, or birds, or living things, etc. Considering the strength of this natural impulse to know it is surprising to hear some camp directors say it is very difficult to interest the children in nature lore. (Pictures facing pp. 134, 313 and 331.)

c. Manual, Creative, Constructive. The interest in making things with the hands, in creating something, in being a cause, ranks in power of urge for expression with the physical and environmental interests. The camp presents an unrivaled opportunity for the expression of this interest, through campcraft, wood and metal working, basketry, weaving, the graphic and plastic arts, photography, domestic science and art as practiced in making a home in the open, forestation, beautification of camp site, and through the many different service activities of the camp. In a sense all writing, dramatics, and music of an original nature belong among the activities growing out of this interest. (Pictures facing pp. 153, 160, 179, 290, 291, 297

and 313, for illustrations of various types of manual, creative, and constructive activities.)

d. Rhythmic Interest. No interest is more universal in human life than this. The various forms of its expression speak a universal language. From the cradle to the grave it exerts its appeal and secures response either in action or emotional feeling or both. No other interest has so great a power to release the emotional capacity of people, and to weld them into a community of feeling and spirit. A song on the hike will cheer the most weary, the morning bugle will electrify the most sleepy, and taps will send tired bodies and minds to peaceful slumber. Songs around the camp fire will create never to be forgotten feelings of comradeship. Music in many different forms should have a large place in every camp program. Songs of the trail and camp fire, songs of the camp, general community singing of a secular and religious nature, singing games, camp orchestra and glee club, songs of thanks at meals, individual playing upon various kinds of musical instruments, ceremonial and other forms of dancing are some of the activities that might be promoted. (See pictures facing pages 322, 238 and 341.)

e. Dramatic Interest. It is a common saying that children are "apes," which is only another way of saying that they are naturally dramatists. This interest is so strong in children that they imitate (put into dramatic form) everything that they see about them and much that they hear and read. This interest is a great vehicle of learning and is at the same time a powerful means of emotional release.

The expression of this interest in camp may take the form of plays, pageants, minstrel shows, tableaus, pantomimes, studied and impromptu vaudeville performances, nature plays, story telling, readings, and ceremonial rituals. (See pictures facing pages 304, 305 and 330.)

f. Linguistic Interest. This is the interest that people have in the use of their mother tongue. Language is the tie-binding medium of humanity, not only linking living people with each other but linking the present with the past ages and the past and the present with all the future. It is one of the noblest achievements of mankind. Camp life presents unusual opportunities for the cultivation of

the art of conversation, story-telling, original writing through letters, diaries, camp books, camp paper, public speaking, debates and for establishing standards of good reading. (See pictures facing pages 162, 322 and 330.)

g. Social Interest. This is the interest that expresses the common kinship that everyone feels toward others. It is the basis of all organized society and of all organized groups within society. The expression of this interest by children and the training of its expression is fundamental in the making of good citizens. It is the God-given soil for the cultivation of acquaintanceship, good fellowship, mutual understanding and good will. It is the bed rock upon which community spirit can be founded. It is the cement that binds the several parts of the temple of community life together. The organized camp is in itself a remarkable medium for the expression of this interest. There is scarcely an act of individual living in an organized camp that does not in some greater or lesser degree affect the living of every other member in it. This fact, coupled with the various forms of group intra-organizations, makes of the organized camp one of the most perfect training grounds for the development of the social interest that has ever been devised. Special forms of the expression of this interest are parties, picnics, socials, dances and entertainment of visitors. (See pictures facing pages 75, 312 and 323.)

h. Civic Interest. This is closely related to the social interest. It is really not a natural interest in the sense that the other interests mentioned are natural but is rather the product of people living together. It is the interest that expresses itself in attempts to better living conditions through cooperative effort, to do things with others for the benefit of the whole group rather than for the benefit of oneself. This interest is the basis of love for community, state and nation.

Specific activities are the ceremonies of raising and lowering the flag, pledge of allegiance, beautification of camp grounds, maintenance of a high standard of orderliness and cleanliness about the camp, celebration of national holidays, forestation of camp site, cooperation with nearby communities in various ways, the maintenance of such a standard of conduct among the campers as will gain the

good will of the people in the vicinity, obedience to the rules and regulations of the camp and various forms of cooperative self-government. (See pictures facing pages 160, 178, 179, 188, 189, 196, 197, 218, 219 and 340.)

i. Religious Interest. It is natural for people to want to worship something, and especially some Superior Power outside of themselves and to which they feel related. The idea of God, the Maker of all things, the all powerful and all perfect and the final arbiter of the destinies of mankind, is the most potent force in individual life and organized society. The code of moral principles, coupled with the various religious dogmas, beliefs, creeds, rites, and with ceremonies of the various sects and denominations organized for the purpose of expressing this relationship with some Supreme Power, is perhaps the most fundamental determining factor in the formation of individual character and the character of a society as a whole. This interest is at its height in adolescent boys and girls, just at the time when the organized camps are most likely to have them in greatest numbers. The great outdoors is God's first temple. The camp should present an ideal natural environment for the cultivation of the expression of this worship interest, if the director and counsellors are wise enough and spiritual enough to understand its tremendous value and how to aid its expression.

Specific activities are grace at meals, morning devotional exercises, evening prayers, Bible studies, religious services in camp or attendance upon such services in nearby community, quiet hours and camp fire stories of moral or great religious leaders. If wisely done the activities growing out of the environment interest can do much to inculcate a reverence for and understanding of the beneficent Power who fashioned all the works of Nature. (See pictures facing page 341.)

These interests form a natural background for all kinds of activities' programs usually found in camps or that might be developed therein.

In following the lead of these natural impulses and desires the director cannot go far wrong. If there is lack of interest the trouble is to be looked for in the manner of organization and quality of leadership. Every one of these interests is crying for expression—so much so that

about all that is necessary to secure activity is an environment that permits activity. While admitting the necessity of careful organization and direction in any community of campers, the chief concern of the director should be how to release the natural impulses and desires of the campers with the least possible artificial organization and the least possible direct supervision of adult leaders.

While these several great interests of human life are presented separately the camp director and counsellors should never forget that each one is inter-related and constantly involve each other in activities. Life itself is a unity. The multitude of activities growing out of these interests are but some of the manifold expressions of life. Indeed in a very true sense activity expressive of these interests is Life. The final test of a camp, as of every other agency touching human beings, is whether it has contributed largely to the release of the qualities and powers of the campers. If it does this the camp is an educational-recreational agency of the highest worth for both children and adults.

The primary purpose of the program or programs of the camp is to give opportunity for joyous abundant life. This is an end sufficient unto itself. The by-products of health; strong vigorous constitutions; the development of resourcefulness, initiative, reverence, loyalty, spirit of service, generosity, love of truth, tolerance, leadership, etc., are of the highest importance but these should rather be the natural result of the joyous living out of qualities and powers inherent in the campers than things consciously striven for by the leaders.

While these interests are common to both sexes and to all ages the activities expressive of them vary in form and intensity both as to age and sex. In general the activities of children are inspired by some natural, unbidden impulse and desire and are linked with the entire process of their growth and development. Adults *may* follow unbidden impulses and desires but consciousness is likely to play a very important part in the selection of the activities, and the activities themselves performed more for their re-creative values than for their developmental values.

That children pass through several different stages of

development to adult maturity is an educational axiom upon which is based the organization of the entire educational system of today. Each stage has its peculiar physical and psychic characteristics and its peculiar needs. Mr. George E. Johnson in "Education by Plays and Games" divides these stages into five periods as follows:

Period 1, 0 to 3 years; Period 2, 4 to 6; Period 3, 7 to 9; Period 4, 10 to 12; Period 5, 13 to 15.

Joseph Lee in "Play and Education" uses another form of classification as follows: The Baby Age, 0 to 3; The Dramatic Age, 3 to 6; The Big Injun Age, 6 to 11; The Age of Loyalty, 11 to 14 and The Apprentice Age, 14 to 21.

Still another classification of age periods is found in the "Normal Course in Play" of the Playground and Recreation Association of America. It is as follows: Infancy, 0 to 3; Early Childhood, 4 to 6; Later Childhood, 7 to 9; Boyhood and Girlhood, 10 to 12; Puberty, or Early Adolescence, 13 to 15; Later Adolescence, 16 to 19.

Whether the camp director or counsellors look upon their mission as that of providing wholesome recreation or as that of conducting an educational agency it is of very great importance that they understand something of the peculiar psychic and physical differences of the several age periods of children's lives. This understanding will be to them what the plans of an architect are to a builder. They will then know in a series of programs based upon the interests of children what stress to place upon these several interests at different ages and upon the many different activities growing out of these interests.

No attempt is made in this manual to present programs suitable for camp life based upon natural interest and upon age and sex differences. From the following references, however, directors and counsellors should be able to secure helpful information that will guide them in forming their own programs.

The references are classified under the head of the interests mentioned in the preceding pages, except the following general references.

General References

"Education by Plays and Games," George E. Johnson, Ginn & Co., Boston, Mass. A very valuable book giving

PLATE 68.—Craft Room in a private camp for girls.

PLATE 69.—Woodcraft in a Y. M. C. A. camp.

PLATE 70.—Girls can build houses as well as boys. Campers in a private camp for girls roofing their shack.

not only an excellent analysis of the characteristics of the different age periods of children but also suggestions as to activities suitable for each period.

"Play in Education," Joseph Lee, Macmillan Co., New York, 1915. An admirable work, giving a picture of the child through all the successive stages of his growth and development.

"Boy Behavior," W. H. Burger, Association Press, New York, 1919.

"Manual of Play," William Byron Forbush, Jacobs, 1914, 353 pp., illus. Discusses children's play at each age; and at length, the spontaneous, imaginative, constructive play by means of which they express themselves.

"Handbook for Boys," Boy Scouts of America, 200 Fifth Ave., New York. A manual of activities based upon the natural interests of boys from 12 to 16 or 17 years of age.

"The Woodcraft Manual for Boys," The Woodcraft League of America, 370 Seventh Avenue, New York. A manual for boys 12 years of age and over presenting many different forms of activities based upon natural interests and to be carried on for the most part in close contact with Nature. There is a similar manual for girls.

"Tuxis Boys' Manual," Canadian Standard Efficiency Training of the National Council of the Young Men's Christian Association of Canada, Toronto. A manual of activities for boys 15 years of age and over. Divided into four divisions—Intellectual Program, Physical Program, Devotional Program, and Social Program.

"Scouting for Girls," Girl Scouts, Inc., 189 Lexington Ave., New York. A practical manual of activities for girls from 12 to 16 years of age, covering most of the natural interests of girls in this age group.

"The Book of the Camp Fire Girls," The Camp Fire Girls, Inc., 31 E. 17th Street, New York. A manual of activities in home craft, health craft, camp craft, hand craft, nature craft, business, citizenship and patriotism for girls from 12 to 18 years of age.

"The Girl Reserve Movement," National Board of Y. W. C. A., 600 Lexington Ave., New York, 1921.

All the above manuals have this in common—they follow the principle of learning by doing and are almost entirely based upon the natural interests of young people. As

schemes of aiding the growth and development of the boys and girls—education in its true sense—they are all of great value.

The general references contain, in most instances, valuable information upon the activities classified in the special reference lists which follow.

References Upon Physical Activities

Plays, Games, Sports

"Games for the Playground, Home, School, and Gymnasium," Bancroft, Macmillan Company, New York. Plays and games suitable for all ages. See pages 427–434 for classification of games under age groups.

"Recreative Athletics," Playground and Recreation Association of America, 315 Fourth Avenue, New York. An excellent pocket manual upon graded athletics.

"Handbook of Athletic Games," Bancroft and Pulvemacher, Macmillan Company, New York. Comprises fifteen major ball games, track and field athletics and rowing races.

"Camp and Outing Activities," Cheley-Baker, Association Press, New York. See Chapters I, II, III, IV for camp games, plays and sports.

"Camp Management," H. W. Gibson, The Murray Printing Co., Cambridge, Massachusetts, 1923. Chapters XI, XII, XIII.

"Snow and Ice Sports," Elon Jessup, E. P. Dutton & Co., New York, 1923, 293 pp., illus. An intimate sensible book of all kinds of winter sports for everyone.

"A Book of Winter Sports," J. C. Dier, Macmillan Company, New York, 1912.

"Games, Athletics, Stunts and Mass Activities," G. O. Draper, Association Press, New York, 1920, 64 pp. Part 1, Mass Games: circle, line, relaxing and miscellaneous. Part 2, Stunts: novelty, dual strength, athletic feats. Part 3, Mass Athletics: relay, shuttle and zone types. Part 4, Quiet Social Games: mingling, trick, guessing and team types.

"War Games," E. Berry, O. L. Fritsch, G. B. Affleck, Seminar Publishing Company, Springfield, Mass., 1916, 23 pp. Approximately one hundred and fifty games and stunts, individual, dual, team and mass.

"325 Group Contests," William J. Cromie, Macmillan Company, New York.

"Spalding's Athletic Library," American Sports Publishing Company, New York. Handbooks upon baseball, football, tennis, golf, basketball, skating and winter sports, track and field athletics, water sports, games for women and girls, lawn and field games, manly sports, calisthenics, gymnastics and miscellaneous games.

"Athletic Badge Tests for Boys" and "Athletic Badge Tests for Girls," Playground and Recreation Association of America, 315 Fourth Avenue, New York. Pamphlets describing tests and forms for keeping records furnished free.

"Group Athletics for Boys" and "Group Athletics for Girls," Department of Recreation, Russell Sage Foundation, New York, Bulletins Nos. 140 and 141, 1917, respectively.

Water Sports

"Swimming and Diving," Gerald Barnes, Charles Scribner's Sons, New York. A book of practical instruction which will be helpful alike to the beginner, the advanced swimmer and the coach. Illustrated with specially posed photographs.

"Swimming Scientifically Taught," Frank E. Dalton and Louis Dalton, Funk & Wagnalls Co., New York. A practical manual for young and old with a chapter upon advanced strokes.

"Intercollegiate Swimming Guide," "Science of Swimming," "Swimming for Women," Spalding's Athletic Library, American Sports Publishing Company, 45 Rose Street, New York.

"Camp Management," H. W. Gibson, Murray Printing Company, Cambridge, Massachusetts, 1923. Chapter XII, swimming, boating, canoeing, and water sports. Chapter XIII, life-saving crews, first aid, emergencies.

"Life Saving Methods," American Red Cross, Pamphlet 1005, revised March, 1923; "Junior Life Saving Crews for Boys and Girls," A. R. C., 1004; "Life Saving Corps for Men and Women," A. R. C., 1002, revised February, 1922.

"Swimming and Life Saving Standards for Summer

Camps," Swimming Committee, National Association of Directors of Girls' Camps, 1920. Can be procured through Miss Laura I. Mattoon, Wolfboro, N. H. (*See page 621.*)

"Rowing," Richard A. and Richard J. Glendon, J. B. Lippincott Co., Philadelphia, 1923. 240 pp., 75 illus. and 4 diag.

"The Field and Forest Handy Book," Dan Beard, Scribner's, New York, 1912. Chapters X-XI, pp. 112–134.

"Harper's Camping and Scouting," Grinnell and Swan, Harper & Bros., New York. Chapter XVII, pp. 234–243; Ch. XXI, pp. 280–286.

"The Motor Boat, Its Selection, Care and Use," Harold Whiting Slauson, The Outing Publishing Co., 1911, New York.

"The Book of the Sailboat, How to Rig and Handle Small Boats," A. Hyatt Verrill, Appleton & Co., New York, 1916, 192 pp., illus.

"Boat Sailing for Beginners," G. P. Ranken, James Brown and Sons, Ltd., Glasgow, 1922, 64 pp.

"The Yachtsman's Handbook," Herbert L. Stone, Outing Publishing Co., New York.

"Navigation for the Amateur," Capt. E. T. Morton, Outing Publishing Co., New York.

"The Canoe, Its Selection, Care and Use," Robert E. Pinkerton, Macmillan Company, New York, 1923.

"Standards and Graded Classifications for Canoeing in Summer Camps," Committee upon Canoeing, National Association of Directors of Girls' Camps. Copies may be procured from Miss Laura I. Mattoon, Wolfboro, N. H. (*See page 621.*)

"Canoeing, Sailing and Motor Boating," Lt. Warren H. Miller, G. H. Doran & Company, New York, 1919. A manual upon the practical building and handling of the above mentioned crafts.

(See references to boat building and sailing in section upon Manual, Creative and Constructive Activities.)

Boxing

"Boxing," Dr. C. Hutchinson, Macmillan Company, New York.

"Boxing," Spalding's Athletic Library, American Sports Publishing Company, 45 Rose Street, New York.

Shooting

"Shooting for Boys," A. Frederick Collins, Moffat, Yard & Co., New York, 1917, 200 pp., illus.

"Pistol and Revolver Shooting," A. L. A. Himmelwright, Macmillan Company, 1922.

"Winchester Junior Rifle Club Plan," Winchester Arms Co., 275 Winchester Avenue, New Haven, Connecticut.

Archery

"The Witchery of Archery," Maurice Thompson, Charles Scribner's Sons, New York.

"Two Little Savages," Ernest Thompson-Seton, Doubleday, Page & Co., Garden City, New York.

"Camping for Boys," H. W. Gibson, Association Press, New York, 1911, pp. 225–229.

"Archery," Spalding's Athletic Library, American Sports Publishing Company, 45 Rose Street, New York.

Fishing

"Streamcraft" (an angling manual), Dr. George Parker Holden, Stewart, Kidd & Co., Cincinnati, 1919.

"Lake and Stream Game Fishing" and "Fishing Tackle and Kits," Dixie Carroll, Stewart, Kidd & Co., Cincinnati, 1919.

"Trout Fishing for the Beginner," Richard Chapham, Frederick A. Stokes Co., New York.

"Bass, Pike, Perch and Other Game Fishes of America," James Henshall, M.D., Stewart, Kidd & Co., Cincinnati, 1919.

"The Boys' Book of Hunting and Fishing," Warren H. Miller, George H. Doran & Co., New York, 1916.

"Fishing Kits and Equipment" and "The Fine Art of Fishing," S. G. Camp, Outing Publishing Company, New York.

Riding

"Horseback Riding," D. L. Burkett, Orange Judd Publishing Co., New York, 1922. A practical guide for beginners, containing brief and helpful hints on how to

ride a horse, riding equipment and acquirement of skill and good form in riding.

"Riding Astride for Girls," I. Maddison, Henry Holt & Company, New York, 1923, 263 pp., illus.

"Elementary Equitation," J. M. T. de Souza Baretto, E. P. Dutton & Co., New York, 1922.

Hiking, Tracking, etc.

"Tracks and Tracking," Josef Brunner, Macmillan Company, New York.

"The Boy's Hike Book," Edward Cave, Doubleday, Page & Co., New York.

"Going Afoot," Bayard H. Christy, Association Press, New York, 1920.

(See Manuals of the Boy Scouts, Camp Fire Girls, Woodcraft League and Girl Scouts, Inc., for many helpful suggestions on hiking and tracking.)

Dancing

(Classified also in section on Rhythmic Activities)

"American Country Dances," Burchenal, Vol. I, G. Schirmer, New York. Contains music and notation for twenty-eight contra dances, collected in the New England States.

"Dances of the People," Burchenal, G. Schirmer, New York City.

"Folk Dance Music," Burchenal, G. Schirmer, New York. Seventy-six characteristic dances from various nations.

"Folk Dances and Singing Games," Burchenal, G. Schirmer Co., New York. Contains music, full instructions for performance and illustrations of twenty-six folk dances.

"Folk Dance Book," Crampton, A. S. Barnes & Co., New York. Contains descriptions of, and appropriate music for, the folk dances used in the course of study in the New York public schools.

"Country Dance Book," Cecil J. Sharp, H. W. Gray Co., New York.

"Popular Folk Games and Dances," Mari R. Hofer, A. Flanagan Company, Chicago, Illinois. Fifty-four popular games and dances of different nations, with words, music and instructions.

(Records for most of the American country dances and of the folk dances of various nations can be secured from the companies handling phonograph records.)

General

Merit Badge pamphlets of the Boy Scouts of America, 200 Fifth Avenue, New York, upon the following subjects: Angling, Archery, Athletics, Aviation, Camping, Hiking, Horsemanship, Life Saving, Marksmanship, Physical Development, Seamanship, Signaling, Stalking, Swimming, Personal Health, First Aid. Price 15 cents each.

References Upon Manual, Creative and Constructive Activities

Mechanics, Carpentry, Woodworking, etc.

"Shelters, Shacks and Shanties," Daniel C. Beard, Charles Scribner's Sons, New York, 1923. Contains easily workable directions with very full illustrations for over fifty shelters, shacks and shanties ranging from the most primitive shelter to a most fully equipped log cabin.

"Carpentry and Mechanics for Boys," A. Neely Hall, Lothrop, Lee & Shepard Co., Boston, Massachusetts, 1918, 385 pp., illus.

"Handicraft for Handy Girls," A. Neely Hall and Dorothy Perkins, Lothrop, Lee & Shepard Co., Boston, Mass., 1916, 413 pp., illus. Carpentry, cardboard furniture, basketry, etc.

"The Boy Mechanic," The Popular Mechanics Co., Chicago, Illinois, 1919.

"Handicraft for Boys," A. Frederick Collins, F. A. Stokes Co., New York, 1918. Carpentry work and cabinet-making, scroll sawing and turning and woodcarving, metals and metal working, drawings simply explained, some kinks in photography, printing and its allied arts, rubber stamps, die sinking, burning boards and stencils, the art of working glass, toys for the kiddies, home-made musical instruments and some evening entertainments.

"Every Boy His Own Mechanic," Bernard E. Jones, Cassell & Co., New York, 1914. How to use woodworking tools, making and using various cements, etc.

"Every Man His Own Mechanic," John Barnard, F. A. Stokes Co., New York. Carpentry, joining, turning,

painting, glazing, metal work, upholstery, picture framing, fretwork, veneering, plumbing, woodcarving, paper hanging, plastering, graining, staining, etc.

"The Jolly Tinker," Frank M. Rich, D. Appleton & Company, New York, 1923. The versatile tin can, the nail box motor, quick make-ups, the astrolabe, the musical broomstick, the new cardboard loom, home-made printing outfit, shoe mending, etc.

"Boat Building and Boating," Daniel C. Beard, Charles Scribner's Sons, New York, 1911, 190 pp., illus. Instructions for the building of every simple kind of boat from a raft to a cheap motor boat.

"The Field and Forest Handy Book," Daniel C. Beard, Charles Scribner's Sons, 1912, 422 pp., illus.

"Outdoor Handy Book," Daniel C. Beard, Charles Scribner's Sons, 1914, 496 pp., illus.

"Jack of All Trades," Daniel C. Beard, Charles Scribner's Sons, 1914, 295 pp., illus.

"Things Worth Doing and How to Do Them," Lina and Adelia Beard, Charles Scribner's Sons, New York, 1914, 444 pp., illus.

"Model Boat Building for Boys," John W. Cavileer, The Bruce Publishing Company, Milwaukee, Wisconsin, 1923. A manual on the construction and designing of several types of model sail and electrically propelled crafts.

"Model Yachts and Boats, Their Designing, Making and Sailing," J. du V. Grosvenor, revised and enlarged by Edward W. Hobbs, The Bazaar, Exchange and Mart Office, London, 1920.

"Small Boat Building," H. W. Patterson, Outing Publishing Co., New York.

"The Boys' Book of Model Boats," R. F. Yates, Century Co., New York, 1920.

"How to Build a Motor Launch," C. D. Mower, Rudder Publishing Company, 9 Murray St., New York, 1912.

"The Boy Craftsman," A. N. Hall, Lothrop, Lee & Shepard Co., Boston Mass., 1905.

"The American Boys' Handy Book," Daniel C. Beard, Charles Scribner's Sons, New York, 1914.

"Handycraft for Handy Boys," A. N. Hall, Lothrop, Lee & Shepard Co., Boston, Mass., 1911.

"Manual Training," W. S. Marten, Macmillan Com-

PLATE 71.—Dramatics in a private camp for girls.

PLATE 72.—Indian Pageant, Y. M. C. A. camp.

PLATE 73.—Dramatics in a Camp Fire Girls' camp

pany, New York, 1917. Aeroplane and gliders, animals, coasters, sail boats, traps, bow gun, stilts, fencing rods, knives and daggers, string and whistling instruments, tops, etc.

"Kitecraft and Kite Tournaments," C. M. Miller, Manual Arts Press, Peoria, Illinois, 1914.

"Essentials of Wood Working," Ira S. Griffith, Manual Arts Press, Peoria, Illinois. Also "Woodwork for Beginners."

"Birdhouses Boys Can Build," Albert F. Sieport, Manual Arts Press, Peoria, Illinois.

"Making Tin Can Toys," W. Edward Thatcher, J. B. Lippincott Company, Philadelphia, 1919, 214 pp., illus.

"Box Furniture," Louise Brigham, Century Company, New York, 1909, 239 pp., illus. Much valuable camp equipment could be made by campers from suggestions, drawings and designs presented in this book.

"Boy Activity Projects," Samuel A. Blackburn, Manual Arts Press, Peoria, Illinois, 1918. Complete directions for making eighty-six projects for the school, home, playground, camp and the out-of-doors. Sixty-four full page drawings with working directions, bills of material and list of tools.

"A Hundred Things a Girl Can Make," Bonnie E. Snow and Hugo B. Froehlich, J. B. Lippincott Company, Philadelphia, 1922.

"The Handcraft Book," Jessup and Logue, Milton Bradley Co., 23 Washington Place, New York. Graded lessons in elementary work in paper weaving, cord knotting, raffia and reed basketry.

"When Mother Lets Us" series, published by Moffat, Yard & Co., 31 Union Square, W., New York. Books on sewing, playing, cutting out pictures, keeping pets, gardening, giving parties, cooking, acting, making gifts, making paper box furniture, making toys, carpentry, modeling, making candy, making playthings and drawing.

"Woodwork for Little Folks," Frank H. Pierce, Charles Scribner's Sons, New York.

"Three Hundred Things a Bright Girl Can Do," L. E. Kelley, Page Company, Boston, 1916.

"Lathe Work for Beginners," R. F. Yates, Norman W. Henley Pub. Co., 2 W. 45th St., New York, 1922. A

practical treatise on lathe work with complete instructions for using the various tools, including complete directions for wood and metal turning, screw cutting, measuring tools, wood turning, metal spinning, etc., and instruction for building home-made lathes with their attachments.

"Home-made Games and Games Equipment," A. N. and Norman Hall, Lothrop, Lee & Shepard Co., Boston, 1923. Five hundred illustrations and working drawings.

Photography

"Outdoor Photography," Julian A. Dimock, Outing Publishing Company, New York.

"Photography for Young People," Tudor Jenks, F. A. Stokes Co., New York.

Radio

"U. S. Radio Laws and International Convention," "List of Radio Stations," "Elementary Principles of Radio Telegraphy and Telephony," "Elementary Principles of Electricity." All these pamphlets can be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C. Write for lists and prices.

"Manual of Wireless Telegraphy and Telephony," A. Frederick Collins, Moffat, Yard & Company, New York.

"Radio for Amateurs," A. H. Verrill, Dodd, Mead & Co., New York, 1922.

"Radio Craft," F. I. Solar, Bruce Publishing Company, Milwaukee, Wisconsin.

"How to Make Your Own Wireless Receiving Set," Archway Bookstore, 224 Pine Street, Seattle, Washington, 1922.

Merit Badge Pamphlets of the Boy Scouts of America, 200 Fifth Avenue, New York, on: Agriculture, Architecture, Art, Bee Keeping, Blacksmithing, Carpentry, Chemistry, Cooking, Basketry, Bookbinding, Cement, Leather, Metal, Pottery, Wood and Wood Carving, Dairying, Electricity, Gardening, Handicraft, Leather Working, Machinery, Masonry, Mining, Painting, Photography, Plumbing, Poultry Keeping, Printing, Sculpture, Radio. Price, 15 cents each. Most of these pamphlets contain a very excellent little bibliography.

Basketry

"How to Make Baskets," Mary White, Milton Bradley Co., New York. The Milton Bradley Company publishes several other books upon basketry.

"Basket Making," D. Collier, Cassell & Co., New York, illus.

"An Introduction to the Art of Basket Making," Thomas Okey, Isaac Pitman & Sons, New York.

"The Basketry Book," Mary Miles Blanchard, Charles Scribner's Sons, New York.

"Practical Basket Making," James, Milton Bradley Company, New York.

"Basket Making," Mrs. T. Vernette Morse, A. Flanagan Company, Chicago, Illinois, 1902.

Weaving

"Hand Loom Weaving," Todd, Milton Bradley Company, 23 Washington Place, New York. This company also publishes several other books on weaving.

"Weaving for Beginners," Luther Hooper, G. P. Putnam's Sons, New York, 1919. Gives plain instructions for making a hand loom, mounting it and starting the work.

"Weaving with Small Appliances," Luther Hooper, G. P. Putnam's Sons, New York, 1922.

"Weaving and Other Pleasant Occupations," R. K. and M. I. R. Polkinghorne, Brentano, New York City. Deals with many other activities besides weaving. Tissue paper toys, picture and pattern making, raffia winding, plaiting with paper and raffia, weaving with paper or the mat weave, weaving—its history as far as it interests children, some sample model looms, spinning, cardboard looms for dolls' clothes, how to weave patterns, weaving songs, stories and games, wrapped weaving or winding raffia over cane, Indian basketry, shaping baskets, handles, etc., designs used in Indian baskets, colors used in Indian baskets, English or woven basketry, pottery and clay modeling, etc. Excellent list of references in appendix.

"Varied Occupations in String Work," Louisa Walker, Macmillan Company, New York, 1914. Comprising knotting, netting, looping, plaiting, etc.

Pottery

"The Potter's Craft," Charles F. Binns, D. Van Nostrand Company, New York, 1922. A practical guide for the studio and workshop.

"Pottery Making," Judson F. Webb, Lewis Institute, Chicago, Illinois, 1914. An illustrated text book on art pottery making for teachers and artists.

"A Pottery Primer," W. P. Jervis, O'Gorman Publishing Company, New York, 1911, 186 pp., illus. Historical.

"Pottery for Artists, Craftsmen and Teachers," G. J. Cox, Macmillan Company, New York.

Jewelry Making

"Hand Wrought Jewelry," H. R. Sorenson and S. J. Vaughn, The Bruce Publishing Co., Milwaukee, Wisconsin, 1906. A practical treatise upon the making of jewelry from the very simplest work to the most difficult processes of making complicated patterns.

"Simple Jewelry," R. L. B. Rathbone, D. Van Nostrand Co., New York, 1912. A practical handbook dealing with certain elementary methods of design and construction.

"Jewelry Making and Design," Augustus F. Rose and Antonio Cirino, Metal Crafts Publishing Company, Providence, R. I., 1917. An illustrated textbook for teachers, students of design, and craft workers in jewelry.

"Silverwork and Jewelry," H. Wilson, D. Appleton & Co., New York, 1912.

Leather Work

"Artistic Leather Work," E. E. Carter, E. & F. N. Spon, Ltd., London, 1912. A handbook on the art of decorating leather.

"Leather Work," Charles B. Leland, Whittaker & Co., London, 1901, 96 pp. A practical manual for beginners with numerous illustrations and original designs by the author.

"Designs in Leather With Working Patterns," Milton Bradley Co., New York, 1913.

Drawing and Painting

"Technique of Practical Drawing," Edward S. Pilsworth, Macmillan Company, New York, 1920. For teachers, students and professional artists.

"The Art of Drawing in Lead Pencil," Jasper Salway, Charles Scribner's Sons, New York, 1921.

"Drawing and Painting Self-Taught," Anson K. Cross, and with graded lessons by Evelyn F. Cross. Published by A. K. Cross, Winthrop, Mass., 1922.

"On Drawing and Painting," D. W. Ross, Houghton Mifflin Company, Boston, Mass., 1912.

"The China Painter's A B C," The Buffalo Courier Company, Buffalo, New York, 1915. A primer for beginners with many hints for the advanced student and teacher.

Bead Work

"Bead Work," "Three Hundred Designs for Bead Work," T. V. Morse, Artcraft Institute, 1903.

"How to Do Bead Work," M. W. Talbot, Doubleday, Page & Co., New York, 1904.

Stencils and Stenciling

"Artistic and Decorative Stenciling," George A. and Berthold Audsley, Small, Maynard & Co., Boston, 1916. A practical manual upon the art of stenciling on paper, wood, and textile fabrics for home adornment and articles of dress.

"Stencil Work," Henry Cadness, Isaac Pitman & Sons, New York, 1921.

"New Stencils and Their Use," Fred N. Vanderwalker, F. J. Drake & Co., Chicago, 1918. A practical working method for the average painter and decorator.

Clay Modeling

"Harper's Handy Book for Girls," Anna P. Paret, Harper & Bros., New York, 1910.

"Artcrafts for Beginners," Frank Godwin Sanford, Century Company, New York, 1904. Manual on all art crafts.

Manufacturers of Craft Material

Milton Bradley Company, 23 Washington Place, New York.

The Dennison Manufacturing Company, 26th Street and Fifth Avenue, New York.

R. H. Coney Company, Camden, New Jersey. Issues free book on raffia art, full instructions.

Environmental Activities

Flowers

"Field Book of American Wild Flowers," F. Schuyler Mathews, G. P. Putnam's Sons, New York, 1912, 587 pp., 24 colored pl.

"How to Know the Wild Flowers," Mrs. W. S. Dana, Charles Scribner's Sons, New York, 1910.

"Flower Guide," Chester A. Reed, Doubleday, Page & Co., New York, 1922.

"A Guide to the Wild Flowers," Alice Lounsberry, Frederick A. Stokes Co., New York, 1899.

"Spring Flowers," Cornell University Rural School Leaflet, Vol. XVI, March, 1923, No. 4.

"Southern Wild Flowers and Trees," Alice Lounsberry, Frederick A. Stokes Co., New York, 1901.

"Field Book of Western Flowers," Armstrong, Putnam's Sons, New York, 1915.

"Harper's Guide to Wild Flowers," Mrs. Caroline A. Creevey, Harper & Bros., New York, 1912.

"Burgess Flower Book for Children," Little, Brown & Co., Boston, 1923.

"The Book of Wild Flowers for Young People," F. Schuyler Mathews, G. P. Putnam's Sons, New York, 1923.

Trees and Shrubs

"Field Book of American Trees and Shrubs," F. Schuyler Mathews, G. P. Putnam's Sons, New York, 1915.

"Our Nation's Trees," Harriet L. Keeler, Scribner's Sons, New York.

"Handbook of the Trees of the Northeastern States and Canada," R. B. Hough, Lowville, New York.

"Our Northern Shrubs," Harriet Keeler, Scribner's Sons, New York, 1903.

"How to Know the Wild Fruits," M. G. Peterson, Macmillan Co., New York, 1923.

"Trees in Winter," Blakeslee and Jarvis, Macmillan Company, New York.

"Tree Guide," J. E. Rogers, Pocket Nature Library, Doubleday, Page & Co., New York.

"The Tree Book," Inez N. McFee, Frederick A. Stokes Company, New York, 1919.

"The Elements of Forestry," Moon and Brown, John Wiley & Sons, New York.

"Practical Tree Planting," C. R. Pettis, Outing Publishing Company., New York.

"Manual of the Trees of North America," C. S. Sargent, Houghton Mifflin Co., New York and Boston.

"North American Trees," N. L. Britton, Henry Holt & Co., New York.

"Trees Worth Knowing," Julia Ellen Rogers, Doubleday, Page & Co., New York, 1923.

Ferns

"Our Ferns and Their Haunts," Williard Nelson Clute, Frederick A. Stokes Company, New York.

"How to Know the Ferns," F. T. Parsons, Scribner's Sons, New York.

"Fern Lovers' Companion," Tillston, Little, Brown & Co., Boston, 1923.

"Ferns and How to Grow Them," G. A. Woolson, Doubleday, Page & Co., New York, 1914.

Mushrooms

"The Mushroom Book," Marshall, Doubleday, Page & Co., New York.

"Mushrooms and Other Common Fungi," Patterson and Charles, U. S. Department of Agriculture Bulletin 175, 64 pp., 38 pl., 1 text fig., 1915.

Birds

"Wild Birds and Their Music," F. Schuyler Mathews, G. P. Putnam's Sons, New York.

"What Bird is That," Frank M. Chapman, D. Appleton & Co., New York, 1920.

"The Bird Study Book," T. Gilbert Pearson, Doubleday, Page & Co., New York, 1917.

"Birdcraft," Mabel Osgood Wright, Macmillan Company, New York.

"Spring Birds," Cornell University Rural School Leaflet, Vol. XIV, March 1921, No. 4.

"Winter Birds," Cornell University Rural School Leaflet, Vol. XVI, January, 1923, No. 3.

"Bird Guide—Land Birds"; "Bird Guide—Water Birds";

"Western Bird Guide," C. A. Reed, Doubleday, Page & Co., New York.

"Western Birds," Harriet Williams Myers, Macmillan Company, New York, 1922.

"Audubon Bird Charts," Massachusetts Audubon Society, 66 Newbury St., Boston, Mass. Charts showing birds in life size and in colors. Each chart, $1.50.

"Birds of the Pacific Coast," Willard Ayers Eliot, G. P. Putnam's Sons, New York, 1923. Intended as a field book, giving distribution and habitat, illustrating 118 birds more or less common to Pacific Coast States and British Columbia.

"Birds of Eastern North America," C. A. Reed, Doubleday, Page & Co., New York.

"Handbook of Birds of Eastern North America," Frank M. Chapman, D. Appleton & Co., New York.

"The Book of Birds," F. Schuyler Mathews, G. P. Putnam's Sons, New York, 1921.

"The Way to Study Birds," John Dryden Kuser, G. P. Putnam's Sons, New York, 1917.

The National Association of Audubon Societies, 1974 Broadway, New York. Secure list of publications of this association. Nature counsellors will find series of leaflets with good colored drawings of birds especially helpful.

Animals

"Animal Book," Burgess, Little, Brown & Co., Boston, 1922.

"American Boys' Book of Wild Animals," ————, J. P. Lippincott, Philadelphia, 1921.

"Animal Life—the First Book of Zoology," David Starr Jordan and Vernon L. Kellogg, D. Appleton & Co., New York, 1900.

"Human Side of Animals," R. Dixon, F. A. Stokes Company, New York, 1918.

"Green Timbered Trails," W. Chapman, Century Company, 1918.

"Animal Life Under Water," F. Ward, Funk & Wagnalls Company, New York, 1920.

"Animal Kingdom," Dr. Zavarziger, Macmillan Company, New York.

PLATE 74.—Social dancing in a Disabled Veterans' camp.

PLATE 75.—Nature Study Room. Y. M. C. A. Camp,

PLATE 76.—Radio Building. Y. M. C. A. Camp.

"Woodfolk Comedies," W. J. Long, Harper & Bros., New York, 1920.

"Companions, Feathered, Furred and Scaled," C. H. Donald, John Lane, New York, 1920.

Amphibia and Reptiles

"Amphibia and Reptilia," Cornell University Rural School Leaflet, Vol. XV, March, 1922, No. 4.

"The Story of the Amphibians and Reptiles," James Newton Baskett and R. L. Ditmars, Appleton's Home Reading Books, D. Appleton & Co., New York.

"Reptiles of the World—Tortoises, Turtles, Crocodiles, Lizards and Snakes of Eastern and Western Hemispheres," Raymond L. Ditmars, Sturgis and Walton Co., New York, 1910.

"The Reptiles of Western North America," John Van Denburgh, Academy of Sciences, San Francisco, Calif., 1922. An account of the species known to inhabit California, Oregon, Washington, Idaho, Nevada, Arizona, British Columbia and Lower California.

"Spider Book," Comstock, The Comstock Publishing Company, Ithaca, New York.

"The Frog Book," Dickerson, Doubleday, Page & Co., New York.

"Poisonous Snakes of North America," Leonhard Stejneger, Government Printing Office, Washington, D. C.

Aquaria

"The Fresh Water Aquarium and Its Inhabitants," American Nature Series, Group 4, Henry Holt & Co., New York, 1908. A guide for the amateur aquarist.

"The Care of Small Aquaria," R. C. Osburn, New York Zoological Society, New York, 1914.

"The Home Aquarium and How to Care for It," Eugene Smith, E. P. Dutton & Co., New York, 1902, 213 pp., illus.

"Gold Fish Breeds and Other Aquarium Fishes—Their Care and Propagation," Innes & Sons, Philadelphia, 1908, 385 pp., illus. A guide to fresh water and marine aquaria, their fauna, flora and management.

"The Practical Fish Fancier," Walter L. Brind. Published by Walter L. Brind, New York, 1919. A popular

guide on the study and culture of fresh water aquarium fish.

Shells

"The Shell Book," J. E. Rogers, Doubleday, Page & Co., New York, 1908, 485 pp., illus. A popular guide to a knowledge of the families of living mollusks and an aid to the interpretation of shells, native and foreign.

"Diagnosis of New Shells from Pacific Ocean." United States Government Printing Office, Washington, 1913. Write Government Printing Office for list of other publications upon shells.

"Shells of Land and Water," Frank Collins Baker, A. W. Mumford, Chicago, 1903.

Insects

"A Manual of the Study of Insects," J. H. and A. B. Comstock, Comstock Publishing Company, Ithaca, N. Y., 1920, 677 pp.

"Insect Life," J. H. Comstock, D. Appleton & Co., New York, 1923. An introduction to Nature study and a guide for teachers, students, and others interested in out-of-door life. A popular guide to the study and identification of insect life.

"How to Know the Butterflies," John Henry and Anna Botsford Comstock, Comstock Publishing Company, Ithaca, N. Y., 1920, 311 pp.

"The Butterfly Guide," W. J. Holland, Doubleday, Page & Co., New York.

"Butterfly and Moth Book," Ellen Robertson Miller, Scribner's Sons, New York.

"Our Insect Friends and Foes," Belle S. Cragin, Putnam's Sons, New York.

"Injurious Insects and Useful Birds," F. L. Washburn, J. B. Lippincott Co., Philadelphia, 1918. For high schools where good but not too technical information is needed and for farmers' and vegetable growers' guide.

"Insect Stories," Vernon Kellogg, D. Appleton & Co., New York, 1923.

"The American Boys' Book of Bugs, Butterflies and Beetles," Dan Beard, J. B. Lippincott Co., Philadelphia, 1915.

"Insects on the Farm," E. P. Fell, Outing Publishing Company, New York.

The Sky

"A Beginners' Star Book," Kelvin McReedy, G. P. Putnam's Sons, New York.

"The Sky—Winter Nights," Louise Brown, The Woman's Press, 600 Lexington Avenue, New York. Gives directions for ten lessons indoors and ten lessons outdoors with seven charts of constellations visible in winter and spring.

"The Sky—Spring and Summer Nights," Louise Brown, Woman's Press, New York. Twenty illustrations, charts, descriptions of constellations visible spring and summer.

"The Book of the Stars," A. F. Collins, D. Appleton & Co., New York.

"How to Know the Starry Heavens," Edward Irving, Frederick A. Stokes Co., New York, 1914.

"A Field Book of Stars," William Tyler Olcott, G. P. Putnam's Sons, New York, 1914.

Geology

"Elements of Geology," Blackwelder and Barrows, American Book Co., New York.

"Rocks and Minerals," H. W. Fairbanks, Educational Publishing Co., New York.

"Field Book of Common Rocks and Minerals," Frederick Brewster Loomis, G. P. Putnam's Sons, New York, 1923.

"Geology," Thomas C. Chamberlain and R. D. Salisbury, Henry Holt & Co., 1904, 641 pp.

"The Strange Adventures of a Pebble," Hawksworth, Scribner's Sons, New York, 1921.

Physical Geography

"First Book of Physical Geography," Ralph S. Tarr, Macmillan Company, New York, 1902.

"Elements of Geography," R. L. Salisbury, H. D. Barrows, and W. S. Tower, Henry Holt & Co., New York, 1912.

"Elements of Physical Geography," T. C. Hopkins, H. Sanborn & Co., Boston, Mass., 1919.

"Geography—Physical, Economic and Regional," R. M. Brown, J. B. Lippincott Co., Philadelphia, 1921.

"This Earth of Ours," Jean Henri Fabre (translated from the French by Percy F. Bicknell), Century Company, New York, 1923.

"Earth and Its Life," A. W. Seers, World Book Company, Yonkers-on-the-Hudson, New York, 1922.

"Manual of Physical Geography," Frederick V. Emerson, Macmillan Co., New York, 1909.

Weather

"The Earth and Its Weather," Cornell University Rural School Leaflet, Vol. XV, Jan., 1922, No. 3.

"Wind and Weather," Alexander McAdie, Macmillan Company, New York, 1922.

"The New Air World—the Science of Meteorology Simplified," Willis Luther Moore, Little, Brown & Co., Boston, 1922. Designed for those who desire to become weatherwise and for the reading of the more advanced pupils in the public schools.

"Camping for Boys," Gibson, Association Press, New York, Chapter XIV, pp. 240–245.

"Talks About the Weather," Charles Barnard, Funk & Wagnalls, New York.

"Bulletins of the United States Weather Bureau," Washington, D. C.

"Reading the Weather," T. Morris Longstreth, Outing Publishing Co., New York, 1915, 195 pp.

"Our Own Weather," Edward C. Martin, Harper & Bros., New York, 1913, 276 pp., illus. A simple account of its curious forms, its wide travels, and its notable effects.

Map Making

"Military Sketching and Map Making," John B. Barnes, Van Nostrand Co., New York, 1917.

"Topographic Maps and Sketch Mapping," J. K. Finch, John Wiley & Sons, New York, 1920.

"Map Reading and Topographical Sketching," Edward R. Stuart, McGraw-Hill Book Company, 1918, 140 pp.

"Maps: How to Read and Make Them," Capt. E. A. H. Fenn, James Brown & Son, Glasgow (official publishers to Boy Scout Association), 1918.

Signaling

"Outdoor Signaling," Elbert Wells, Outing Publishing Co., New York.

"Handbook for Boys," Boy Scouts of America, 200 Fifth Ave., New York.

"Signal Book," United States Army. Can be procured from the Superintendent of Documents, Government Printing Office, Washington, D. C.

General References

"Nature Study in Camps," Vinal, *Nature Study Review*, Ithaca, N. Y., April, 1921. Number of the magazine devoted to the study of nature in camps.

"Nature Landscapes and Life History Charts," E. L. Palmer, Comstock Publishing Company, Ithaca, New York. Landscapes with small cutouts of trees, birds, fishes and animals to be colored and placed in their proper location in the landscapes. The charts include trees, flowers, fish, land and water, mammals, birds, amphibia and reptilia.

"Loose Leaf Field and Camp Notebook," Comstock Publishing Company, Ithaca, N. Y. Camp directors and nature counsellors will find this book an invaluable aid in their nature work. Write for catalogue.

The "Every Child Should Know" Books, published by Doubleday, Page & Co., New York. Twenty-one books in the series including, Birds Every Child Should Know; Water Wonders Every Child Should Know; Wild Flowers; Trees; Earth and Sky; Poems; Songs; Fairy Tales; Myths; Legends; Famous Stories; Hymns, Heroines; etc., etc.

"Agricultural Bulletins" and "Farmer's Bulletins" published by the United States Department of Agriculture. Cover a large number of Nature subjects. Write to Superintendent of Documents, Washington, D. C., for lists and prices.

"Nature and the Camera: how to photograph live birds and their nests, animals—wild and tame, reptiles, insects, fish and aquatic forms, flowers, trees, fungi, etc.," A. Radclyffe Dugmore, Doubleday, Page & Co., New York, 1903.

"Nature Study and Life," C. F. Hodge, Ginn & Co., Boston, New York and Chicago, 1902, 514 pp., illus.

"Dwellers of the Sea and Shore," William Crowder, Macmillan Company, 1923.

Merit Badge Pamphlets of the Boy Scouts of America, 200 Fifth Avenue, New York City, upon the following subjects: Astronomy, Bird Study, Botany, Conservation, Forestry, Surveying, Taxidermy, Pathfinding. Price, 15 cents each. Each pamphlet contains an excellent little bibliography.

"Boys' Playbook of Chemistry," Raymond Francis Yates, Century Company, New York, 1923, 172 pp.

"Botany: an Elementary Textbook," L. H. Bailey, Macmillan Company, New York, 1912.

"Trees, Stars, and Birds," Edwin Lincoln Moseley, World Book Company, New York, 1923, 404 pp., illus.

Current Periodicals on Outdoor Life

Forest and Stream—Rod and Gun, The Forest and Stream Publishing Co., 223 West 57th Street, New York, 25c.

Field and Stream, The Field and Stream Publishing Co., 25 West 45th Street, New York, also Wrigley Building, Chicago, Illinois, 25c.

Outers' Recreation, The Outers' Book Company, Chicago, Illinois.

Outdoor Life, The Outdoor Life Co., 1824 Curtis Street, Denver, Colorado (branches in New York, Chicago, Boston, Santa Ana, Seattle), 20c.

Sporting Life, Sporting Life Co., 3 North Tenth Street, Philadelphia, Pa., 15c.

The National Sportsman, The National Sportsman Magazine, 275 Newbury St., Boston, Mass., 15c.

Motor Boating, Motor Boating Publishing Co., 119 West 40th Street, New York.

The Rudder, The Rudder Publishing Company, 9 Murray Street, New York.

Dramatic Activities

Plays

Plays which have been produced by advanced actors in boys' camps on indoor stages.

Ages 15 to 20 years and older:

Allison's Lad, in "Allison's Lad and Other Martial Interludes," by Beulah Marie Dix. Six characters, one interior set. English tragedy. The son of a Colonel is condemned to meet his death for breaking his parole. He dies bravely and as the muskets ring out, the father also falls dead in his room. Pathetic and sincere. Obtained from the Drama Bookshop, 29 W. 47th St., New York, price $1.60. Royalty.

Captain of the Gate (The), in "Allison's Lad," by Beulah Marie Dix. Six characters. Interior setting. English drama. Five Irishmen hold the bridge while awaiting the arrival of their commander. Highly dramatic. Obtained from Drama Bookshop, 29 W. 47th St., New York, price $1.60. Royalty.

The Ghost of Jerry Bundler, by W. W. Jacobs and Charles Rock. Seven characters. Interior setting. An old favorite. Ghost story which almost ends tragically. Published by Samuel French, 28 West 38th St., New York, price 30c.

In the Zone, in "The Moon of the Caribbees," by Eugene O'Neill. Nine characters. Drama. Setting on a tramp steamer. One of the sailors is suspected of being a spy, but finally is exonerated. Strong situation. Obtained from the Drama Bookshop, price $1.75. Royalty.

A Night at an Inn, in "Plays of Gods and Men," by Lord Dunsany. English tragedy. Eight characters. The ruby eye of an Indian idol is stolen by a set of thieving sailors. The God regains his eye and wreaks his revenge. Obtained from Drama Bookshop, price $1.75. Royalty.

The Rising of the Moon, by Lady Gregory (in "Seven Short Plays"). A sketch of the Irish Rebels. Four characters. Obtained from Samuel French, New York, price $2.00. This book contains six additional plays by Lady Gregory. Royalty.

The Zone Police, by Richard Harding Davis. Drama. Four characters. An officer who is a confirmed drunkard in the Canal Zone army is brought to realize his condition by an officer of the police force. Obtained from Samuel French, New York, price 30c. Royalty.

Boys from 8 to 12 years:

Little John and the Miller Join Robinhood's Band, by Perry Boyer Corneau. One act, 1 exterior scene. A Robinhood play for boys. Seven speaking parts with any number of extras. Old Tower Plays, 35c. 59 E. Adams Street, Chicago, Illinois.

The Poor Boy Who Became a Great Warrior, by Perry Boyer Corneau. Two acts, 1 exterior scene. Nine boys for speaking parts, any number of extras. The story of the "poor boy" who was aided by the people of the spirit land to obtain weapons so that he might fight and hunt, and who finally became the greatest warrior of his tribe. An Indian play based on the ancient legend of the Pawnee Tribe. Old Tower Plays, 59 E. Adams Street, Chicago, Illinois, price 40c.

Sir Gareth of Orkney, by Lena Dalkeith. In "Little Plays Told to the Children." Six boys, 2 girls, extras all boys cast possible. Three short acts and 3 scenes, 2 exterior and 1 interior. Gareth, the son of the King of Orkney, is working in King Arthur's kitchen where he has promised not to tell his name until he has won a great honor. He finally wins this honor by overcoming the Red Knight. The exciting duels which take place are of especial interest to boys. The book includes *King Alfred and the Cakes,* a scene from *Robinhood,* and three others. E. P. Dutton & Co., 681 Fifth Avenue, price $1.00. Out of print, but available at most libraries.

Buried Treasure, in "Plays for School and Camp" by Katherine Lord. An old man who has not lost the wonderful imagination of his boyhood days connives with two youngsters to dig for the buried treasure in the dark hours. Untold wealth might have been theirs had it not been for two adults who had no imagination whatever and simply spoiled the fun. Obtained from Little, Brown & Co., 354 Fourth Ave., New York, price $1.50.

Daniel Boone, by Constance D'Arcy Mackay, from "Patriotic Plays and Pageants." One act each. Nine boys and at least 10 extras for Indians. Outdoor setting. Tells the story of Daniel Boone and the Long Knives. The book includes *Princess Pocahontas, George Washington's fortune, Abraham Lincoln: Rail-splitter* and others.

These plays may be joined as episodes in a pageant using from 200 to 500 children. *The Hawthorne Pageant* is also included in this book. Henry Holt & Co., 19 W. 44th St., New York, price $1.40.

Columbia, in "Lafayette," by Alice Johnston Walker, 4 short acts, 15 boys, 2 girls, 2 smaller children. Founded on historical events, beginning with Columbus' desire to sail to the New World, the discovery of America and his return to Spain. The book also includes *Lafayette* and *Long Knives of Illinois.* Both plays are based on historical episodes. Henry Holt & Co., 19 W. 44th St., New York, price $1.75.

List of Plays for Girls' Camps

Ages 15 to 20 years and older:

The Raven Man, by Katherine Lord. Nine Characters all girls may take part. Especially adapted to an outdoor production on the shores of a lake or stream. The play is founded on two famous Indian characters—The Raven Man, who always appears in human form and is a trouble maker, and the "one-who-didn't-want-to-get-married." The play embodies incidents taken from traditional Indian stories. It contains dances and songs and even a swimming contest may be introduced. Found in book "Plays for School and Camp."

The Masque of the Pied Piper, by Katherine Lord. An unusual adaptation of the ever famous Piper. Six short acts—one scene, may be played by all girls. Twelve speaking parts and a large number of extras. The rats may easily be portrayed by the Bluebirds or youngest members of the camp group. Both of the above plays are found in "Plays for School and Camp" published by Little, Brown & Co., 354 Fourth Ave., New York, price $1.50. All applications for the rights of performance of these two plays must be made to Katherine Lord, National Arts Club, New York.

Dream Lady, by Netta Syrett. Two boys, 4 girls, extras. All girls may be used. One garden scene. The story of the Princess who would not marry the Prince until he was able to share with her the vision of the Dream Lady. Only children and people with imagination had ever been

able to see her. Found in "Six Fairy Plays" which also includes Little Bridget, White Magic, The Gift of the Fairies, the Wonderful Rose and in Arcady. John Lane, 116 W. 32nd St., New York, price $1.25.

The Peddler of Hearts, by Gertrude Knevels. A full evening play. Nine male, 6 females, elves and villagers, all girls may take part. Twenty-one speaking parts and at least ten extras. Two exterior scenes. The wicked elves who are furious with the people of Herzinwald because they have built their village too near the elf forest, send their Elf King, disguised as a Peddler of Hearts, to the village. He tricks the people into giving their good, wholesome hearts for gilded baubles which he sells them. The Little Goose Girl, the only one who has been able to keep her own heart, courageously goes into the heart of the forest and through her bravery is able to recover the bag of hearts and restore happiness to the people of the village. Music for the songs and dances, as well as detailed descriptions of the costumes are given with the play. Nine to 20 years of age. Walter Baker & Company, Boston, Mass., price 25c.

Little Scarface, a unique Indian play developed from a Micmac Indian legend by Amelia H. Walker. Four girls, two boys, all girls possible. Little Scarface's life resembles somewhat that of Cinderella's. She is treated very badly by her two elder sisters. She is compelled to grind the corn, dry the meat for the winter and all sorts of heavy tasks, while the sisters spend their time doing fancy work. Team, a noble young warrior, was struck one day by an arrow just above the heart. The Great Spirit permitted him to live, but to walk ever behind a mist, unseen by all of his people. It was decreed that he might be released from the spell when a maiden was able to see what his sledge string was made of. Both the sisters try in vain, and to the surprise of all, it was Little Scarface, whose heart was beautiful even though her face was scarred, who was the one to release Team and become his wife. Plays about 30 minutes. Age 15 to 18 years. Published by Norman Remington Company, Baltimore, Md., price 40c.

The Happy Man, by M. E. F. Irwin. One act, 2 scenes. A delightful comedy. Two males, 6 females. In an all

PLATE 77.—General Assembly, Camp Fire Girls' camp.

PLATE 78.—Morning Sing, Camp Fire Girls' camp.

PLATE 79.—Marshmallow toast at the camp fire. An industrial recreation camp.

PLATE 80.—A quiet game, Boy Scout camp.

girl cast it is possible to omit the General Volmar episode. The King is told that the only cure for his sickness is to find and wear the shirt of a Happy Man. The three princesses sit on the castle wall watching for the Happy Man to pass, and when they find him, he has not a shirt to his name. Drama Bookshop, 29 W. 47th St., New York price 25c.

Girls from 8 to 12 years:

Golliwog in Fairyland, by Maud Cockrell. Four short acts, 2 simple outdoor scenes. Forty-five minutes in length. A charming fairy story in which Edward, the Teddy Bear, becomes a Knight. There are 17 characters and many fairies and elves. Gowans and Gray, Ltd., London and Glasgow. May be obtained from the Drama Bookshop, 50c.

The Magic Path, by Elizabeth Hines Hanley. A fairy play in one act, one exterior scene. Any number of children may be used. Young children, led by Imagination and Memory, follow the path of the moon into a Forest glade, and so discover the Enchanted Circle where Every Wish is found. They wish to see all the favorite characters in the old fairy tales and Mother Goose rhymes. One after another these characters appear, act out their different rôles, then disappear or group in picturesque tableaux. The setting of the moon breaks the spell. Imagination and Memory then work an enchantment on the children so that they will remember the adventure only as a dream. Community Service, 315 Fourth Avenue, New York, price 15c.

The Treasure Chest, by Josephine Thorp. A fairy pageant play in which any number of children may be used. At least 25 or 30 are necessary. Especially adapted to the younger members of the group. One act. Charming dances introduced. The Treasure Chest containing the gifts of the out-of-door Fairies is placed by them in a forest for mortals to find, and a spell is cast over it so that it may not fall into unworthy hands. After the unsuccessful attempt of several unworthy mortals, it is finally taken by several children who are willing to share its treasures with all. Suggestions for costumes and music including a list of suitable Victrola Records accompanies

the manuscript. Has had several successful camp performances. Old Tower Plays, 59 E. Adams St., Chicago, Illinois, price 40c.

Cinderella in Flower Land, by Marion Loder. Eight principal parts, any number of extras may be used. Four short acts, exterior scenes. Tells the story of Cinderella, only in this case all the characters are flowers, and the lost slipper is the Lady's Slipper. The Music is bright and attractive. Chas. H. Ditson & Co., 8 E. 34th Street, New York, price 30c.

The Frog Prince, by Frederick H. Martens and William Lester. Four boys, 3 girls, and chorus, all girls possible. Music and lyrics partly based on Mother Goose rhymes. Theme founded on Grimm's fairy tale of the Frog Prince who is released from his enchantment by the Princess who discovers that it is always worth while to keep a promise. Two acts, exterior setting. Silver, Burdett & Co., 126 Fifth Avenue, New York, price 75c.

Stunts

"Parties and Stunts Around the Year," by Era Betzner. This helpful little book, which will be a great aid to hostesses planning parties, contains several new ideas. The book also contains several seasonal suggestions such as a Jack Frost social, an April Fool party, a Japanese Fete, and an old-fashioned Hallowe'en frolic. Published by The Women's Press, 600 Lexington Avenue, New York, price $1.00.

"Producing Amateur Entertainments," by Helen Ferris. An excellent collection of stunts including the directions for planning the programs, monologues, group stunts, musical numbers, short sketches, minstrel ideas and instructions for carrying out the rehearsals and final performance. Good pointers on costuming, etc., are also given. Published by E. P. Dutton & Co., 681 Fifth Ave., New York, price $2.50.

"Shadow Pictures," Pantomimes, Charades, Tableaux, T. S. Denison & Co., Chicago, Ill., price 35c.

Minstrel Shows

"Minstrel Encyclopedia," by Walter Ben Hare. A most complete guide book setting forth in detail the directions

for producing a minstrel show from the organization to the final curtain. Includes hundreds of suggestions for stunts, monologues, jokes and acts. Published by Walter Baker & Co., 5 Hamilton Place, Boston, Mass., price $1.00.

M. Witmark and Sons, 144 West 37th St., New York, publish a complete line of minstrel material, consisting of 16 minstrel overtures, material known as Gag and Joke Books and sketches of all descriptions, also End and Ballad songs. They also supply wigs, burnt corks and other equipment.

General References

"Camp and Outing Activities," Cheley-Baker, Association Press, chap. IX, pp. 226–57.

"Camp Management," H. W. Gibson, Murray Printing Company, Cambridge, Mass., 1923, chap. XV—dramatics, pageants, etc.

"The Book of Entertainments and Theatricals," Dayton and Barratt, McBride & Co., New York, 1923.

"Plays for School and Camp," K. Lord, Little, Brown & Co., Boston, Mass., 1922, 240 pp. Designed as a guide to director and counsellors.

For references on religious drama see reference section upon religious activities.

The Bureau of Community Dramatics of Community Service, 315 Fourth Avenue, New York, can aid camp directors and counsellors in the following ways:

1. Free consultation service at any time during office hours at the office.
2. Providing reference lists to plays, pageants and other forms of dramatic activities.
3. Furnishing mimeographed material upon plays and pageants at cost.
4. Providing a printed manual upon Community Dramatics. Excellent pocket manual giving directions for play and pageant production, scenery, costuming, make-up, etc., and selected list of plays. $0.60.
5. Providing a dramatic specialist to conduct dramatic institutes and to aid in demonstration of play and pageant production at a cost of $95.00 per week.

Rhythmic Activities

Songs and Song Books

"Twice 55 Community Songs, No. 1," The Brown Book. C. C. Birchard & Co., 221 Columbus Ave., Boston, Mass., 15c. Accompaniment book, 75c. Add transportation cost.

"Twice 55 Community Songs, No. 2," The Green Book. See publisher above. Price, 25c, $20.00 per hundred. Accompaniment book, $1.00. Transportation costs added.

"101 Best Songs," Cable Co., 1100 Cable Building, Chicago, Ill. Price, 10c, $7.00 per hundred. Transportation extra.

"Golden Book of Favorite Songs," Hall and McGreary Co., 430 South Wabash Ave., Chicago, Ill., 15c, $15.00 per hundred. Transportation prepaid.

"Steger Song Book," Steger & Sons, Steger Building, Chicago, Ill., 10c, $1.00 per dozen, $7.00 per hundred.

"Boy Scout Song Book," C. C. Birchard & Co., 221 Columbus Ave., Boston, Mass.

"Stunt Songs for Social Songs," Eldridge Entertainment House, Franklin, Ohio, 1923, 35c. Seventy-five songs, most of them with music, and twenty yells.

"Camp and Outing Activities," Cheley-Baker Association Press, New York, chap. VII, pp. 155–86.

"Camp Management," H. W. Gibson, Murray Printing Company, Cambridge, Mass., 1923, chap. XVI—effective use of songs and music.

Social and Folk Dancing

See references under "Physical Activities."

Bugle Calls

"Camp Management," Gibson, Murray Printing Company, Cambridge, Mass., 1923, chap. IX—the camp bugler and manual of bugle calls.

"Musicians' Manual," Bulletin Number 16, War Department, Washington, D. C.

"Bugling," Merit Badge Pamphlet of the Boy Scouts of America, 200 Fifth Ave., New York.

Helpful Musical Agencies

"The Bureau of Community Music" of the Playground and Recreation Association of America, 315 Fourth Avenue, New York.

The Bureau of Community Music can aid camp directors and music counsellors through personal consultation at the headquarters, through answering all letters of inquiry and through providing bulletins upon almost every phase of community music activity. Some of these bulletins are free; others have a nominal charge.

The Bureau publishes a Handbook upon Community Music that may be found most helpful to music counsellors. Price 50c.

The Bureau has also issued in mimeograph form a complete set of lessons in Ukelele Playing together with a list of 58 songs properly marked for the various chords; a mimeographed bulletin giving lessons upon playing the harmonica together with instructions for holding harmonica contests and tournaments. Complete instructions can also be secured from the Bureau for organizing and conducting a toy symphony. A small charge is made for the above material.

A community song leaflet, containing 53 songs with words only, can be secured in quantities from the Bureau. The booklet costs 80c per hundred or $8.00 per thousand plus postage.

"The Educational Music Bureau," Steinway Hall Bldg., Chicago, Ill., issues four times a year "The Supervision Service Bulletin" containing much valuable material for camp directors and music counsellors, upon music for choruses, glee clubs, bands, orchestra, operettas, cantatas, music publications, etc. The Bureau will be glad to answer all letters of inquiry.

Use of Language Activities

Story-telling. The primary purpose of story-telling is "to give joy through this joy to stir and feed the life of the spirit." To teach through story-telling is a secondary purpose.

Selection and Adaptation of Stories. This is the real test of story-telling, all subsequent results depending on how well the choice of stories has been made. Certain principles control the problem of selection. The story must be fitted to the type of group and to the age and experience of the members. There must be a theme for the hour. Story combinations to be valuable, especially

in a child's life, must have the qualities of cohesion, unity of theme and related interests. Three stories are usually sufficient for an hour. The first story, someone has said, should secure the involuntary attention of the children; the second should make them reason; the last should serve as mental relaxation, should be rather short and preferably humorous.

(Stories arranged according to themes may be found in "For The Story-teller," by Carolyn S. Bailey, published by Milton Bradley Company and in "An Index to Short Stories," by Grace E. Salisbury and Marie E. Beckwith, published by Rowe, Peterson & Co., Chicago.)

Preparation for Story-telling. The story-teller preparing for his task must feel the story, sense the message, grasp its meaning fully, and know how to pass it on. This does not mean memorizing the story—preferably not. It is better to tell the story in your own way and in your own words. To do this, analyze the story, strip it bare of style, description and interpolation, and simply find out what happened. Fix the climax and work up to that. Talk it out. This will show up any weaknesses. Rehearse and rehearse until the story is really yours, as spontaneous as thought.

The second requirement is the proper seating of the group in a semi-circle no matter how large. You will stand facing the children, not necessarily in the center of the semi-circle but at a point where each child will be in the range of your eye.

As a third requirement, your own mood must be ready. The transmittable element of a story is "the identifying essence, the peculiar quality and viewpoint of the humor, pathos and interest." The mind must be sensitized to these differences, and no one can tell a story well who cannot do this.

Telling the Story. Now having the story, the mood and the audience in the right relation, tell the story simply, directly and dramatically.

Simply, both in manner and in matter, with no straining for effect. Lose yourself in the story. Live it. Sink yourself in the mood you have summoned up and let it carry you.

Directly, with unimpeded movement, increasingly swift,

winding up with a snap. Incidents must be told one after the other, without explanation or description except that necessary for clearness, and in logical sequence. There must be no moralizing. Fables may be ended with the pointing of a moral, but discretion must be used even there. Above all, speech must not be hesitant.

Dramatically, not in the manner of the elocutionist, but responsively, vividly, identifying yourself with the character or situation of the moment. The expression remains suggestive rather than illustrative. The purpose is to arouse the imagination of the hearers, so you must see what you are depicting, for "the dramatic quality depends upon the clearness and power with which the story-teller visualizes the events and characters he describes."[1]

Voice. Voice and enunciation are very important. Be simple. Avoid loudness. "The quiet, clear, restful, persuasive tone goes straight home; but loud speech confuses."

Enjoy your story and be interested in it. Never tell a story you do not feel. Put it aside until you do, for with practice you can put yourself into the mood of a story, although it may not be the type you prefer. All story-tellers have certain stories best suited to their special tastes and talents.

Kinds of Stories and Their Value. The stories best adapted to telling children are fairy tales, nonsense tales, nature stories and historical stories.

The fairy tale with its simplicity of style and directness is a presentation of truths in an easily assimilated form. It serves as a stimulus to the imagination. An appreciation of fairy tales, many feel, is necessary to a full appreciation of adult literature.

The nonsense tale with its relaxing properties of humor provides both fun and wisdom.

The nature story begins the culture of the sympathies, widens the circle of connection with other kinds of life and is a graphic teaching medium.

The historical story gives the sense of literal and humanness of past events. It is a valuable aid in historic training and stirs a desire to emulate fine and heroic deeds.

[1] Quotations are taken from "How To Tell Stories To Children," by Sara Cone Bryant.

List of Stories for all Ages

For Children of Kindergarten Age: 3 to 6 Years

The best Nursery Rhymes.

Some of the more poetic bits of Mother Goose.

Some of Stevenson's Child's Garden of Verses.

Stories with rhyme in part, such as, "Three Little Pigs," "Gingerbread Boy," "The Big Red Apple."

Nature stories where the personification is strong.

Nonsense Tales

"The Teeny, Tiny Lady," "The Queer Company," and "The Old Woman and Her Pig," from "Firelight Stories," by C. S. Bailey, published by Milton Bradley Company, Springfield, Mass.

Wonder Tales

"The Three Bears," "Little Red Riding Hood," "Jack and the Beanstalk," and "Little One Eye, Two Eye and Three Eye."

Folk Tales

"The Little Rabbit Who Wanted Red Wings," "Nights with Uncle Remus," from "Br'er Rabbit Tales," and "The Little Jackal Stories," from "Stories to Tell Children," by Sara Cone Bryant, published by Houghton Mifflin Co., New York.

General

"Chicken Little," "The Wind and the Sun," "The Cat and the Mouse," "Little Red Hen," "Little Half Chick," "The Wonderful Pot," "The Shoemaker and the Fairies," and "The Story of Ibbity," from "Firelight Stories," by C. S. Bailey.

Nearly all the old fairy stories appeal to this age, and the stories of Thornton Burgess are most successful.

"Everyday Stories," by Bailey, contains many selections of great appeal to this age. Other books of stories for small children are: 'Golden Goose Book," by Leslie Brooke; "Lazy Matilda and Other Tales," by Catherine Pyle; "Picture Tales from the Russians," by V. Carrick; "The Cock, the Mouse, and the Little Red Hen," by F. Le-Fevre; "Short Stories for Short People," by Alicia Aspinwall.

PLATE 81.—Story-telling. Camp Fire Girls' camp.

PLATE 82.—Treasure hunt. Girl Scout camp.

For Children from 6 to 12 Years Old

"The Little Jackal and the Camel," "The Little Jackals and the Lion," "The Brahmin, the Tiger and the Jackal," "The Little Jackal and the Alligator," "The Story of Epaminondas and His Aunt," "How Brother Rabbit Fooled the Elephant and the Whale," "Who Killed the Otter's Babies?" "The Nightingale," "The Talkative Tortoise," "Robert of Sicily," "Prince Cherry," "The Tailor and the Three Beasts," "The Castle of Fortune," from "Stories to Tell Children," by Sara Cone Bryant.

"The Golden River," "The Pied Piper of Hamelin Town," "Why the Evergreen Trees Keep Their Leaves in Winter," "Arthur and the Sword Tarpeia," "The Judgment of Midas," "Why the Sea Is Salt," "Billy Beg and His Bull," "The Little Hero of Haarlem," from "How to Tell Stories to Children," by Sara Cone Bryant.

"The Selfish Giant," "The Woodpecker Who Was Selfish," "The Little Rabbit Who Wanted Red Wings," "The Little Lame Prince," "The Blue Robin," from "For the Story-teller," by Carolyn S. Bailey.

"Giles' Crow," "How the First Snowman Came," "The Giant Smith," from "Legends from Many Lands," by Carolyn S. Bailey.

"The Travels of a Fox" from "For the Story-teller," "Why the Bear Sleeps All Winter," "The Three Billy Goats Gruff," "How the Fox Played Herdsman," "The Nutcracker and Sugar Dolly Stories," "Mr. Elephant and Mr. Frog" from "Firelight Stories," by C. S. Bailey.

"Dick Whittington and His Cat," "The Story without an End," "Androcles and the Lion," from "World Stories Retold," by W. J. Sly.

"How Cedrick Became a Knight," "The Rich Goose," from "Everyday Stories," by Carolyn S. Bailey.

"The Adventures of Perseus," "The Elephant's Trunk," adapted from Kipling, "The Adventures of Theseus," "Siegfried Slays the Dragon," "The Goose Girl," "Beowulf Stories," "Saint George and the Dragon," "Why the Blue Bird Carries Happiness," "The Nuremberg Stove," Ouida, "The Proud King," from Oscar Wilde, "Dick Whittington and His Cat,"—more elaborate, from "Worth While Stories," by Lawton B. Evans, published by Milton Bradley Co.

"How the Camel Got His Hump," "The Elephant's Child," "The Cat that Walked by Himself," from "Just So Stories," by Rudyard Kipling.

"Aladdin and His Wonderful Lamp," "The Happy Prince,"—Oscar Wilde, "Arabian Nights," "The Star Child,"—Oscar Wilde, "A Dog of Flanders,"—Ouida.

Bible Stories

"David and Goliath," "The Shepherd's Song," from "Stories to Tell Children," by Bryant.

"The Flood and the Rainbow," "The Slave Boy Who Became a Prince," "Baby Brother in a Basket Boat," "The Boy Who Lived in a Church," "Why Boys Take Off Their Hats in Church," "The Shepherd Boy Who Slew a Giant," "Four College Boys Who Kept Strong," "Four Friends in the Fiery Furnace," "The Good Neighbor," "The Dwarf in the Mulberry Tree," "The Children's Friend," "The Boy with His Lunch," from "World Stories Retold," by W. J. Sly, published by Judson Press, New York.

"David and Goliath," "Joseph and His Brethren," "Moses in the Bulrushes," "The Egyptians are Drowned in the Red Sea," "Abraham and Isaac," from "Worth While Stories," by Lawton B. Evans.

"Abraham Lincoln," "The Boyhood of George Washington," "The Goose Boy and the King," "The Young Manhood of George Washington," "The Leadership of George Washington," from "Worth While Stories," by Lawton B. Evans.

Good stories under this heading in "World Stories Retold," by W. J. Sly.

American patriotic and historical stories found in: "Broad Stripes and Bright Stars," by Carolyn S. Bailey, and "America First," by Lawton C. Evans.

General historical and hero stories in "Stories of Great Adventure," by C. S. Bailey, and "Half a Hundred Hero Tales," by Frances Storr.

Books of Stories for Boys

"The Jungle Book," by Kipling.
"The Strange Story Book," by Mrs. Lang.
"Bunny Cottontail," by Ernest T. Seton.

"The Stolen Treasure," by Howard Pyle.
"Twenty-four Unusual Stories," by Tyler.
"Merry Adventures of Robin Hood," by Pyle.
"The White Indian Boy," by Wilson-Driggs.
"Ox-Team Days on the Oregon Trail," by Meeker-Driggs.
"Hidden Heroes of the Rockies," by Russell-Driggs.
"In the North Woods of Maine," by E. E. Thomas.

Books of Stories for Girls

"Children of the Dawn," by E. F. Buckley.
"Twenty-four Unusual Stories," by A. C. Tyler.
"A Book of Ballad Stories," by Mary MacLeod.

For Children from 12 to 15 Years

"The Little Jackal Stories," from "Stories to Tell Children," by Bryant.
"Stories of Great Adventure," by C. S. Bailey.
"Half a Hundred Hero Tales," by Frances Storr.
"Little Lorna Doone," "The Great Stone Face," "The Girl Who Trod on the Leaf," from "For the Story-teller," by Bailey.
"The Fire Bringer," "Burning of the Rice Fields," "The Larks in the Cornfield," "The Gulls of Salt Lake," "The Jealous Courtiers," "The Gold in the Orchard," "The Dagda's Harp," "The Hidden Servants," from "Stories to Tell Children," by Bryant.
"The Blind Man and the Elephant," "The Legend of the Spider Web," "The Vision of Sir Launfal," "Five Stories from Idyls of the King."
Five Norse Stories: "Odin and the Dwarfs," "The Adventures of Thor," "Thor Contends with the Giants," "Freyja's Necklace," "The Binding of Fenrir."
"The Prince and the Dragon." "Damon and Pythias," "Siegfried Slays the Dragon," "Pippa Passes," "The Beowulf Stories," "Tubal Cain," "Latona," "Five Robin Hood Stories," "All Fool's Day," "The Barmecide Feast," "The Three Lucky Sons," "The Baker Boys and the Bees," from "Worth While Stories," by Lawton.
"The Crab that Played with the Sea," "The Butterfly that Stamped," from "Just So Stories," by Kipling.
"The Mountain and the Sea," "The Robin and the Vio-

let," "The Oak Tree and the Ivy," "Ludwig and Eloise," "The Fairies of Pesth," from "A Little Book of Profitable Tales," by Field.

"The Nightingale and the Rose," "The Young King," "The Happy Prince," from "The Happy Prince," by Oscar Wilde, Putnam, New York.

"The Walled Garden," "About Angels," "The Day," "The Apron-String," "The Road," "From a Far Country," from "The Golden Windows," by Laura E. Richards.

"Krishna and the Bird," "The Giant Smith," "The Grateful Spider," "Light of the Night," from "Legends from Many Lands," by Bailey, published by E. A. Owen Publishing Company, Dansville, N. Y., 7c.

Tales from Shakespeare, by Lamb. Same publishers as above.

"The Horse that B'leeved He'd Get There," "Diff'rent Kind o' Bundles," "The Boy that Was Scar't o' Dyin'," from "Story Tell Lib," by Annie T. Slosson, Scribner's, New York.

"Wonder Tales," by Nathaniel Hawthorne.

"Greek Heroes," by Charles Kingsley.

"Tanglewood Tales," by Hawthorne.

"Fifty Famous Stories Retold and Thirty More Famous Stories Retold," by James Baldwin, American Book Company, New York.

"Around the Campfire, Stories of Beginnings," by H. M. Burr.

"Nights with Uncle Remus," by Joel Chandler Harris.

"In the Days of Giants," by A. F. Brown.

"The Wonder Clock," by Howard Pyle.

"English Fairy Tales," by Joseph Jacobs.

"The Animal Story Book," by Andrew Lang.

After fifteen years, stories will apply generally to all ages, even adults, but in the younger period there is a preference for tales of personality, true happenings and vocational appeal. Good examples may be found in "World Stories Retold," by W. J. Sly.

Stories for Young People over Fifteen Years Old, and Adults

"Wee Willie Winkie," by Kipling.

"Baa, Baa, Blacksheep," by Kipling.

"The Piece of String," by Guy de Maupassant.
"The Brushwood Boy," by Kipling.
"The Necklace," by Guy de Maupassant.
Mr. Higginbotham's Catastrophe, and the Great Carbuncle, by Hawthorne in "Twice Told Tales."

Nearly all of the stories by O. Henry; many by R. L. Stevenson, R. H. Davis, Edna Ferber, Charles Dickens, Bret Harte, Mark Twain, Henry James, Edith Wharton, Mary E. Wilkins Freeman. These must be adapted to telling according to the group, age and type of audience.

List of Stories

"A List of Good Stories to Tell Children under Twelve Years Old," Carnegie Library of Pittsburgh, Pa., 5c.
"Books that Girls Like," Brooklyn, N. Y., Public Library.
"Collection of Kindergarten Stories," Boston Public Library.
"Favorite Stories of the Library Reading Club," published by the New York City Public Library, 5c.
"The Boy Scouts Book of Stories," F. K. Mathews, Editor, D. Appleton & Co., New York.
NOTE: Lists of stories may be secured from the National Story-tellers League, 1602 So. Wabash Avenue, Chicago.

Books on Story-telling

A few additional helpful books on story-telling are:
"The Art of the Story-teller," by Marie Shedlock, published by D. Appleton & Co., New York.
"Manual of Stories," by William B. Forbush.
"More Great Stories and How to Tell Them," by Richard T. Wiche, published by Newsom, New York.
"Stories and Storytelling," by Edward P. St. John, published by the Pilgrim Press, Boston.
"Indian Heroes and Great Chieftains," Charles A. Eastman. Little, Brown & Co., Boston, 1919, 241 pp.
"Wigwam Evenings," C. A. and Elaine Goodale Eastman, Little, Brown & Co., Boston, 1909, 161 pp., illus.
"Indian Legends Retold," Elaine Goodale Eastman, Little, Brown & Co., Boston, 1919, 161 pp., illus.
"Cave Boys," H. M. Burr, Association Press, New York,

1923, 200 pp. Seven original stories of boys who lived "when man was young."

"Tales of Telal," Burr, Association Press, New York, 1915, 116 pp. Ten stories for boys. The scenes are laid in the dim half lights of Babylonian civilization.

"Camp Fire Yarns," F. H. Cheley, Wilde, 1922, 264 pp. Nine selected stories on various subjects.

"Told by the Camp Fire," Cheley, Association Press, New York, 1914, 212 pp. Seven stories for boys. Topics varied.

Conversation

Intelligent sustained conversation is almost a lost art among Americans. Camp life affords an unusual environment for the cultivation of the art. The numerous objects of interest in the natural environment, the camp fire, meal times, assemblies, the doing of things together in groups encourages freedom in the use of language. The leaders and counsellors have an unrivaled opportunity to stimulate and guide intelligent conversation.

Public Speaking

Club grouping of the campers and self-government plans of organization serve to give campers an opportunity to use language in deliberative assemblies. Since the passing of the old debating society young people have not had the opportunity to cultivate the art of expressing themselves freely while upon their feet before others, as they formerly had. It would be most valuable for directors and counsellors to provide as many opportunities for this method of the use of language as possible. The club, self-government organizations, the camp fire, general assemblies, debates, leading in vesper services, or morning religious devotions are some of the possible ways.

The Camp Newspaper

Many camp directors encourage the writing and publishing of a camp newspaper. This is an excellent method of stimulating original writing among the campers and promoting camp spirit and interest.

The Camp Book or Log

It is common in many camps to encourage individual campers to write a story of their experiences while in camp.

This may take the form of a diary or a running narrative of experiences. Sometimes this may be a composite book including original writing from several different campers.

Writing of Original Songs, Poems, Plays, Pageants

Many excellent original songs, poems, plays and pageants are coming out of the organized camps of America. They are commonly of a purely local character but it is not too much to believe that under wise stimulation and guidance of directors and counsellors a new literature may come out of the camp life of American youth. A collection of these efforts now would show an astonishing amount of talent in the organized boys' and girls' camps of the United States.

Letter Writing

Nearly all boys' and girls' camps have in their weekly programs a definite time for writing letters. In many camps this is compulsory. It is partly designed to keep the children in touch with their parents and friends, and the parents informed of the activities of the camp and partly to cultivate the use of language. For either object it is an excellent plan.

Camp Library

Every well established organized camp should have a carefully selected list of books. A good working library can be formed from among the books mentioned in the bibliographies of this manual. See also "Camp and Outing Activities," Cheley-Baker, Association Press, New York, 105 pp., for an excellent list of books for the camp library. The Camping Department of the Boy Scouts of America has "A Five-Foot Book Shelf" reference list which can be secured by any camp director. The Library Department of the Boy Scouts of America issues an instructive pamphlet entitled "The Book Shelf for Boys and Girls" which camp directors would find useful in selecting books for the camp library. Directors of community organization camps can frequently secure traveling libraries from the public libraries of their home communities. In those states that have well organized state libraries, as for example in California, traveling libraries can be secured by camp directors through them.

The campers should be encouraged to contribute books and magazines to the Camp Library.

Social Activities

"It Is to Laugh," Edna Geister, George H. Doran Co., New York, 1923.

"Comrades in Play," Community Service, 315 Fourth Avenue, New York, 1922.

"The Fun Book," Edna Geister, George H. Doran Co., New York, 1922.

"Ice Breakers," Edna Geister, The Woman's Press, New York, 1918, 157 pp. Very good collection of activities for mixed parties.

"Fun for Everyone," Community Service, 315 Fourth Avenue, New York, 50 cents. A pocket handbook containing many different kinds of social programs.

"Rural and Small Community Recreation," Community Service, 315 Fourth Ave., New York. A handbook containing programs for family and neighborhood gatherings, suggestions for social evenings, outlines of special holiday celebrations, descriptions of field days and suggestions for dramatic activities in rural communities.

"Snappy Stunts for Social Gatherings," Margaret Bridge, Eldridge Entertainment House, Franklin, Ohio, and Denver, Colorado, 1920. A book of clever stunts for parties, large and small and merry-making "mixers" to break the ice at social gatherings.

"Social Activities for Men and Boys," A. M. Chesley, Association Press, New York, 1913, 304 pp., illus.

"Social Games and Group Dances," J. C. Elsom and Blanche M. Trilling, J. B. Lippincott Co., Philadelphia, 1919, 258 pp.

"Handbook of Games and Programs," W. R. Laporte, Abington Press, New York, 1922, 125 pp. Social leadership, get-acquainted games, active social games, quiet social games, competitive social games, programs on special themes or occasions, stunts and skits, physical games, relay races, physical stunts.

Civic Activities

All activities that promote health, physical vigor, manual dexterity, knowledge of environment, appreciation of beauty, social development, loyalty, reverence, and all other

qualities that are desirable in good citizens properly belong in the field of civics considered in a broad sense. Hence the camp program in its entirety is more or less a civic program, and the references in the other sections apply to this section to a greater or lesser degree. The following references for the most part refer to matters relating to our Government.

"Camp Management," Gibson, Murray Printing Company, Cambridge, Mass., 1923, Ch. XVII, pp. 206–13. Excellent suggestions upon the cultivation of the spirit of patriotism.

"Civics," Merit Badge Pamphlet, Boy Scouts of America, 200 Fifth Avenue, New York.

"Rules of Proceeding in Debate in Deliberative Assemblies," Luther S. Cushing, John C. Winston Co., Philadelphia, 1914. This is more commonly known as Cushing's Manual.

"The American Commonwealth," James Bryce, Macmillan, New York, 1910.

"The Practice of Citizenship," R. L. Ashley, Macmillan Company, New York, 1922, 434 pp., illus.

"We and Our Government," Jeremiah W. Jenks and Rufus D. Smith, Boni and Liveright, Inc., New York, 1922, 223 pp., 14 full page drawings and 500 halftone and line illustrations.

"Use Your Government—What Your Government Does for You," Alissa Franc, E. P. Dutton & Co., New York, 1918, 374 pp., illus.

"The Little Book of the Flag," Eva March Tappan, Houghton Mifflin Co., Boston, 1918.

"Our Nation's Flag in History and Incident," Col. Nicholas Smith, The Young Churchman Company, Milwaukee, Wis., 1908.

"The Stars and Stripes and Other American Flags," Peleg D. Harrison, Little, Brown & Co., Boston, 1908. Including their origin and history, Army and Navy regulations concerning the National Standard and Ensign, flag making, salutes, flag legislation, etc.

"Loyal Citizenship," Thomas Harrison Reed, World Book Company, Yonkers-on-the-Hudson, New York, 1922.

"Community Civics," Grace A. Turkington, Ginn & Co., Boston, New York, Chicago, 1923.

"The Land of Fair Play: How America is Governed," Geoffry Parsons, Scribner's Sons, New York, 1919.

For patriotic plays and pageants see references under Dramatic Activities.

For patriotic songs see references under Rhythmic Activities.

For patriotic stories and reading see references under Use of Language Activities.

The Manuals and Handbooks of the Boy Scouts of America, Woodcraft League, Camp Fire Girls, Girl Scouts and Girl Reserves contain much valuable material on civic activities.

Religious Activities

"The Bible"; "Prayer Books"; "Hymn Books."

"Services for the Open," Laura I. Mattoon and Helen Bragdon, Century Company, 1923. Services for special occasions, services relating to the Kingdom of Nature, high points in life, great apostles of Nature, and eighty-one hymns and songs with music. A most valuable book for camp directors.

"Camp and Outing Activities," Cheley-Baker, Association Press, New York, 1915, Ch. XII, pp. 338–416.

"Camp Management," Gibson, Murray Printing Company, Cambridge, Mass., 1923, Ch. XX, pp. 235–56.

"Camping for Boys," Gibson, Association Press, New York, Ch. VIII, pp. 87–102.

"Services of Worship for Boys," Gibson, Association Press, New York.

"Dramatized Bible Stories for Young People," Mary H. Russell, George H. Doran Co., New York.

"Bible Plays," "Shorter Bible Plays," Rita Benton, Abington Press, New York.

"Six Bible Plays," Mabel Hobbs and Helen Miles, Century Company, New York, 1924.

"The Crusade of the Children," Elizabeth Woodbridge, Century Company, New York, 1923. A religious pageant built around the historic children's crusade of the early thirteenth century.

"The Production of Religious Drama," Department of Religious Education of the Protestant Episcopal Church, 281 Fourth Ave., New York.

PLATE 83. Civic ceremony in a fresh-air camp. Flag raising and salute.

PLATE 84.—Early morning mass for Catholic boys in a Boy Scout camp.

PLATE 85.—Outdoor chapel in a Y. M. C. A. camp.

"Drama in Religious Service," Martha Candler, Century Company, New York, 1922.

For Bible stories see references under Story-telling.

Excellent outlines of courses in religious instruction for camp can be secured from Mr. H. C. Beckman, New York State Committee Y. M. C. A., New York.

BIBLIOGRAPHY ON CAMPS AND CAMPING[1]

Although most of the references in the following bibliography appear either at the end of various chapters or in the references upon special activities they are brought together here and presented in more detail for the convenience of camp directors and counsellors.

BRYAN, G. S. Camper's Own Book. Stewart, Kidd, 1920, $2.00. Series of chapters of practical suggestions.

CARPENTER, W. S. Winter Camping. Outing Pub. Co., 1913, 164 pp., $1.00. Outfits, food, packing, shelters and beds, camp fires and stoves, snowshoes and skis, hints and helps, diversions, wild life in winter.

CAVE, E. Boys' Camp Book. Doubleday, Page & Co., 1914, 194 pp., 50c. Directions and suggestions concerning how to camp in safety and comfort.

COALE, A. W. Summer in the Girls' Camp. Century, 1919, 313 pp., $2.00. General summary of nature of and preparation for camp activities: Athletic, aquatic, hiking, crafts, singing and jests, honors, counsellors, periodicals and educational value.

CRUIKSHANK, J. A. Canoeing and Camping. Am. Sports, 1915, 118 pp., 25c. Spalding's Red Cover series No. 60 R.

Part 1. Types of canoes—hints for beginners—methods of handling—sailing and cruising—racing regulations.

Part 2. Organization and conduct of camp, critical evaluation of activities, e.g., hikes, athletics, horseback riding, relation to education, character formation and recreation.

FORDYCE, C. P. Trail Craft. Stewart-Kidd, 1922, 202 pp., $2.50. Wilderness handicrafts, outfitting for mountains, desert and motor trips, tents and tent-making, tepee and cabin building, food and cooking, photography, first aid, leather working.

[1] Compiled by George B. Affleck, International Y. M. C. A. College, Springfield, Mass.

GIBSON, H. W. Camp Management. Murray Printing Co., Cambridge, Mass., 1923, 265 pp., $5.00. Camp history; lure of the out-of-doors; objectives, leadership and training; organization and management, advertising, equipment, nutrition and diet; sanitation and waste disposal; bugler and calls, physician and health; athletics, aquatics, life saving; scouting, woodcraft, hiking; educational program; music, songs and yells, patriotism, weather wisdom, camp spirit; moral and spiritual opportunities.

GIBSON, H. W. Camping for Boys. Ass'n Press, 1911, 294 pp., $1.50. Purpose of camping, leadership, location, sanitation equipment; organization, day's program, moral and religious life, food and cooking, campfire, hikes, health and hygiene, first aid, games and sports, nature study, weather forecasting, rainy day games, educational activities, honor emblems and awards, packing up.

GRINNELL, G. B., AND SWAN, E. L. Harper's Camping and Scouting. Harpers, 1911, 398 pp., $1.50. Part 1. Opportunities—where and how to camp. Part 2. Distant camps, sites, tents and outfit, fires and cooking, fishing. Part 3. Wilderness camping and fishing. Part 4. Organized camps, history, organization, food, sanitation, canoeing and boating, hiking and temporary camps, games and first aid. Part 5. Boy Scouts. Part 6. Mountaineering. Part 7. Outdoor life for girls—camping and caravaning.

HAMILTON, A. E. Summer Camp as Education for Leisure. *Ped. Sem.* 26: 372–90, December, 1919. Psychological study of camp life and its effect on boys.

HANKS, C. S. Camp Kits and Camp Life. Scribner, 1915, 259 pp., $2.00. Preliminary suggestions regarding guns and shooting, individual outfit, camp and fires, cooking, finding the way, experiences with fish, game, animals and birds, suggestions on camping out—camp remedies.

HILL, E. C. Camp Life—Its Sphere of Usefulness and Beneficial Effect on Growing Boys. *Johns Hopkins Med. Bul.* 18: 484–7, December, 1907. Physiological results of boys' summer camp as indicated by weight, height, chest girth, lung capacity, blood and urine analysis.

JESSUP, E. Roughing It Smoothly. Putnam, 1923, 247 pp., $2.50. Getting lost, water safety, weather, woods'

etiquette, sleeping out, campfires, use of compass, paddling and fishing, walking and mountain climbing, sailing, poisons of the woods, family camping and training of children, sites.

KEPHART, H. Camping and Woodcraft (2 vols. in one). Macmillan, 1921, 405 pp. and 479 pp., $2.50. Part 1. Camping—Outfitting for vacation, types of tents for fixed and shifting camps, equipment, camp and personal; making camp, bedding, clothing, food, fires, cooking of wide variety of foods. Part 2. Woodcraft—Getting lost, pathfinding, guideposts, blazes, compass, route sketching, trips afoot, how to walk, packs, concentrated foods, marksmanship, use of axe, camps and cabins, furniture and utensils, tanning, accidents and emergencies.

KEPHART, H. Caches and Masked Camps. *Outing* 79: 74, November, 1921. Methods of hiding duffle from prowlers.

LEHMAN, E. H. Camps and Camping. Am. Sports, 1921–3, 1 vol. per year, 110 pp., 170 pp., 270 pp., 25c each. Spalding's Red Cover Series No. 105 R. Official organ of Camp Directors' Association of America and of National Association of Directors of Girls' Camps; camp statistics, descriptive notes of camps, directory, miscellaneous articles on many phases of camp life.

MILLER, C. H. Outdoor Sports and Games. Doubleday, Page & Co., 1911, 395 pp., $2.00. Boy Scouts, camps and camping, camp cooking, woodcraft, fire-arms, fishing, nature study, water life, care of pets and chickens, winter sports, horsemanship, swimming and paddling, baseball, football and lawn tennis, photography, girls' sports, one hundred outdoor games.

MILLER, W. H. Campcraft—Modern Practice and Equipment. Scribner, 1915, 282 pp., $1.50. Kinds of camps, tents, beds and bed-making, campfire, cook kits and fires, menus, accessories, family camping, western or horseback camping, camp comforts and organization.

———. Camping out. Doran, 1918, 322 pp., $1.50. Packing and hiking, canoeing, motoring and horseback camping, wilderness guide posts, tents and tent making, stoves and cooking, winter camping.

PINKERTON, K. C. Woodcraft for Women. Outing, 1916, 174 pp., $1.00. Clothing; packs and accessories; packing and portaging; cooking, food, fires, utensils,

expedients, paddling, hunting and fishing; winter woods, going alone; camp courtesy; spirit of the open.

REINDORP, J. Practical Camping Out for Boys. Samson Low (London) n.d., 158 pp., $1.00. Much local English information, and the following of general applications, how to start, general outfits, the tent, pitching camp, camp routine, pastimes in camp.

RICHARDSON, N. E., AND LOOMIS, O. E. The Boy Scout Movement Applied by the Church. Charles Scribner's Sons, New York, 1915, 445 pp., $1.50. Camp sites, ice boxes, kitchen equipment for a camp of twenty, personal equipment for dining, general equipment for twenty campers, medical and surgical supplies for eighteen boys and four adults in a two weeks' camp, provision list for six persons two weeks in camp.

SETON, E. T. The Book of Woodcraft. Doubleday, 1912, 566 pp., $2.50. Principles of Scouting; Spartans of the West; Woodcraft Indians; Honors and degrees; songs; dances and ceremonies; programs;

SUMMER CAMPS—MUNICIPAL AND INDUSTRIAL. Community Service (315 Fourth Ave., New York City), 1920, 30c. Suggestions for selecting camp sites, planning menus and programs.

SMITH, CHARLES F. Games and Recreation Methods for Camps, Clubs and Scouts, Dodd, Mead & Co., New York, 1924, $2.00.

Summer Camps—Municipal and Industrial. Community Service (315 Fourth Ave., New York City), 1920, 30c. Suggestions for selecting camp sites, planning menus and programs.

TAYLOR, C. K. Boys' Camp Manual. Century, 1918, 225 pp., $1.75. Handbook of military and all-round training.

VERRILL, A. H. The Book of Camping, Knopf, 1917, 195 pp., $1.00. Part 1. Preparing to go, how and where to camp, camp housekeeping. Part 2. Trailing and tramping, how and why to trap, emergency hints.

WACK, H. W. Summer Camps—Boys and Girls. Red Book Magazine, New York City, 1923, 121 pp. Observations on, and an appraisal of, the character, conduct and recreative functions of American camps and their increasing value as factors of culture in the development of American youth, together with their consideration as inspirational adjuncts of our National Educational System.

WATSON, H. S., AND CURTIS, P. A. (Eds.). Outdoor Man's Handbook. Stewart-Kidd, 1923, 320 pp., $1.50. Useful facts and figures on technology of outdoors for hunter, angler and wilderness traveller.

WHITE, S. E. Camp and Trail. Outing, 1917, 236 pp., $1.25. Common sense and wilderness travel, personal equipment, camp and cook outfits, grub and cooking, horses, mules, burros, packs and outfits, canoes.

"Manuals" of the Boy Scouts of America, Woodcraft League, Tuxis Boys of Canada, Campfire Girls, Girl Reserves and Girl Scouts contain much valuable material upon woodcraft, nature lore and campcraft.

"Handbook for Pioneers" and "Handbook for Comrades," International Committee of Young Men's Christian Association, Association Press, New York, 1920. The first is a program of Christian citizenship training for boys of twelve to fourteen years of age, and the second for boys of fifteen to seventeen years of age.

See list of references at end of Chapters upon Selection of Camp Site, Equipment, Camp Organization, Sanitation, Diet and Nutrition and The Training of Camp Leaders for additional sources of information. See also references like "Shelters, Shacks, and Shanties," "The Field and Forest Handy Book," and others in section upon Manual, Creative and Constructive Activities.

CHAPTER VIII

CAMP SANITATION

Wherever groups of human beings are found, either as a family unit, community, village, city or camp, intelligently applied sanitary measures of some kind are necessary for the maintenance of health. In cities the maintenance of a sanitary environment is a function of the municipal government, and the average citizen has but little knowledge of the procedures employed to protect his health. In a camp the same need for sanitation exists as in a city and the adoption of suitable measures for producing a sanitary environment is of paramount importance. In many instances, because of the temporary nature of the camp and the necessity for keeping expenses at a minimum figure, it would be impracticable to install expensive and permanent sanitary appliances. Recourse must, therefore, be had to sanitary procedures which while more primitive than those usually utilized by a permanent community, will, if intelligently followed out, afford effective protection for the health of those dependent upon them. Whatever the purpose of the camp may be, whether it is publicly or privately operated, the health of the campers must be given primary consideration. The authorities in charge of camps are in many states, and should be in all, required to maintain a certain standard of sanitation, and in any event are morally responsible for the health and the welfare of the campers. This chapter is written with the hope that it will be of assistance in the operation of camps in accordance with the recognized demands of sanitation.

Sanitation renders the environment of man more healthful, by preventing the transmission of infectious disease from one person to another and by the elimination of nuisances.

An infectious disease is a disease caused by germs which

live and multiply in the human body and in so doing produce poisons which cause the symptoms of the disease. The germs are transferred from person to person by water, food, air, insects, and by direct or indirect contact. For example, typhoid fever is transmitted by water or by food, influenza by the air, malaria by insects (mosquito), and skin diseases by contact. The germs of many diseases can be transferred by two or more of these agencies. The purpose of sanitation is to block the avenue of transmission between the person who has the disease, or is spreading the germs, and any person who is susceptible to the disease.

A nuisance from a sanitary viewpoint is considered to be any material which is unpleasant to the sense of sight or smell. Thus, decomposing garbage, manure, etc., while possibly not concerned directly in the transmission of disease are, nevertheless, offensive and thereby exert a psychological effect which is detrimental to health.

Camp Site.

In the selection of a camp site many factors must be investigated in determining the suitability of any particular location. The nature of soil, the topography, the presence or absence of natural drainage, the water supply, facilities for disposing of waste materials, meteorological conditions, kind and prevalence of insects, are some of the features which must be studied before an area is selected as a camp site.

The surroundings of the proposed camp site also must be given serious consideration from a sanitary viewpoint, particularly if the camp is to be permanent or semi-permanent. Nearby swamps will usually serve as a breeding place for mosquitoes and a camp should not be located within a mile of a swamp or marshy area, particularly if it is on the side from which the prevailing winds blow. Stables, open privies, and garbage or manure dumps, will produce many flies, which will invade the camp, causing much discomfort and perhaps disease. Unduly dusty roads contiguous to a camp increase the difficulties encountered in maintaining a sanitary environment. Manufacturing plants producing smoke or disagreable odors are unwelcome neighbors. Before definitely deciding upon a proposed camp site local and state health boards should be consulted

regarding the prevalence of infectious disease in the vicinity, the character of available water supplies, and the laws and regulations concerning the disposal of wastes.

Soil. The soil of a camp site should be firm, yet permeable to water. Loam mixed with gravel or having a gravel subsoil is perhaps the best for all purposes. Sandy or very soft soils should be avoided because of the dust during dry, windy weather. A clay soil is impervious to water and is, therefore, undesirable and wherever possible should be avoided.

The ground selected for a camp site should have a gentle slope in order to provide natural drainage. If the ground water table is too near the surface it is apt to interfere with the installation of sanitary appliances, with drainage, and with construction. The height of the ground water varies somewhat with the amount of rainfall, but the average level should be at least eight to ten feet below the surface of the ground. The underlying rock strata (bed rock) should also be at least eight to ten feet or more below the surface so that it will not interfere with the sanitary engineering or construction activities of the camp. The nature of the subsoil, the level of the ground water, or the upper stratum of rock, should be determined by digging small holes to the required depth. Wooded camp sites providing a mixture of sunshine and shade are the most desirable from a sanitary viewpoint, but too much shade should be avoided. If necessary to cut down the trees some of the stumps should be allowed to remain as a certain number can usually be utilized to a good advantage by the campers. A good growth of grass adds to the attractiveness of the camp, but is, at times, difficult to maintain.

Water Supply

An adequate supply of pure water is one of the most essential requirements for the successful operation of a camp. Drinking water is a very common vehicle by which the germs that produce such intestinal diseases as typhoid fever, dysentery, and diarrhoea are transmitted from one person to another, and consequently, too much importance cannot be attached to the purity of the camp water supply. While typhoid fever can be and is transmitted by other

means, the water-borne type is by far the most prevalent. Much of the typhoid fever of today is known as "vacation typhoid," because it is contracted while the victim is away from his home on a vacation. There can be no doubt that a considerable proportion of "vacation typhoid" is due to impure camp water supplies. While typhoid fever is the most serious of the common water-borne diseases, other diseases, such as diarrhoea and dysentery, are frequently caused by an infected water supply. Those intestinal disturbances which are commonly attributed to a change in the drinking water are, in reality, due to the consumption of water containing disease producing germs. Water which is bacteriologically and chemically potable will not cause sickness.

Source. Practically all drinking water is derived from either surface or ground water, or a mixture of both. In rare instances rain water is used for this purpose.

Surface water is the water which lies on, or flows over the surface of the ground in the form of lakes, ponds, rivers, and streams, and is derived from the run-off of rain water or melting snow, and the overflow from springs. Ground water is the water flowing below the surface of the ground and is obtained by means of wells or springs.

If practicable, the water supply for a camp should be secured from a municipal supply of known purity, even at an additional expense. Where this cannot be done, dependence must be placed upon such sources as may be located within or adjacent to the camp. In most instances, this will be surface water from a nearby stream, lake or pond, or ground water from dug or driven wells. Occasionally spring water in sufficient quantity will be available.

When determining the desirability of any source, and in deciding upon the method of purification, all plans should take into consideration the amount of water which will be required for the maximum population of the camp for a 24-hour period, expressed as gallons per capita, including not only the quantity to be consumed as drinking water but also that which is to be used for cooking, laundering, bathing and the operation of toilets. In addition to the amount actually used by the camper an appreciable quantity will always be wasted through leaks in underground pipes and defective plumbing fixtures. Considering all of these

factors, a daily allowance per capita of thirty gallons should be the absolute minimum, and this will be sufficient only when undue wastage is avoided and flush toilets are either not used or are carefully regulated. Experience has shown that the average per capita consumption in a camp varies normally from thirty to seventy-five gallons per day, and that provision should be made for at least fifty gallons daily for each person, basing all estimates for the total supply on the *maximum* population of the camp.

Where a river, a large creek, or a lake is used as a source of supply, the available quantity will far exceed the demand. If a very small stream is to be used it may be necessary to impound the water by damming the stream in order to secure a sufficient supply at some selected point. Under such circumstances it is often desirable to ascertain the volume of the flow in the stream. This is done by choosing a part of the stream which is of suitable length and fairly uniform in depth and breadth. The width and the depth are measured in feet. A small piece of wood or cork is allowed to float on the surface of the water for a measured distance and the time noted. This will give the surface velocity, which is calculated in feet per hour. Four-fifths of the surface velocity equals the mean velocity of the flow. The formula then is: $D \times B \times V \times 6.23$=number of gallons of water per hour, in which

D = depth in feet
B = width in feet
V = mean velocity in feet per hour
6.23 = number of gallons in one cubic foot

If well or spring water is to be used, it should be determined that the supply is sufficient to meet all demands. The yield of a well may be roughly measured by pumping out all or a part of the water and noting the level to which the water has fallen and allowing the well to refill to the original level or to a selected point. The distance between the level to which the water was reduced by pumping and the point to which it rose after pumping is calculated in feet. The time in hours required for the well to refill is then noted. The capacity of the well is computed as follows:

$$\frac{D^2 \times .785 \times d \times 6.23}{T} = \text{gallons per hour}$$

D = diameter of the well in feet
d = distance in feet between the level to which the water was reduced by pumping and the level to which it rose after pumping
T = time in hours required for the water to rise the number of feet represented by d

The following figures may be found useful in estimating the capacity of a dug well.

In a well 2 ft. in diameter each foot in depth = 20 gallons
In a well 3 ft. in diameter each foot in depth = 44 gallons
In a well 4 ft. in diameter each foot in depth = 78 gallons
In a well 5 ft. in diameter each foot in depth = 122 gallons
In a well 6 ft. in diameter each foot in depth = 176 gallons

Contamination of the Water Supply. Unless taken directly from an uninhabited and fully protected watershed, all surface water must be considered as potentially contaminated with disease-producing germs. A clear attractive water is not necessarily a pure water. Surface water is polluted by human excrement, which is washed into it by the rains and melting snows or deposited directly into it by sewers. Streams, lakes or ponds are frequently contaminated by bathers, fishermen, or wayside campers. Therefore, for practical purposes, any camp water supply containing surface water should be regarded as a *probable source of disease* until rendered safe for human use by some method of purification.

Wells are of two kinds—deep and shallow. A deep well passes into or through an impervious rock stratum, which as a rule, effectively excludes surface water. A shallow well is one which does not reach down into the first impervious layer of rock. The water in a shallow well should be considered to be, and treated as, surface water. It is a contaminated supply. A deep well is usually driven while a shallow well may be dug or driven. Both deep and shallow wells are frequently polluted by material entering at the top of the well and this is particularly prone to occur in a dug well, because of the wide shaft. The entrance of contamination into the mouth of a well can be prevented by sealing up the top of the shaft with a cement

platform and protecting the immediate vicinity by fences, and by intercepting ditches to carry off the surface water. (Figure No. 1.) If a dug well is used the upper part of the shaft should have a concrete lining to shut out the surface water coming from the immediate vicinity of

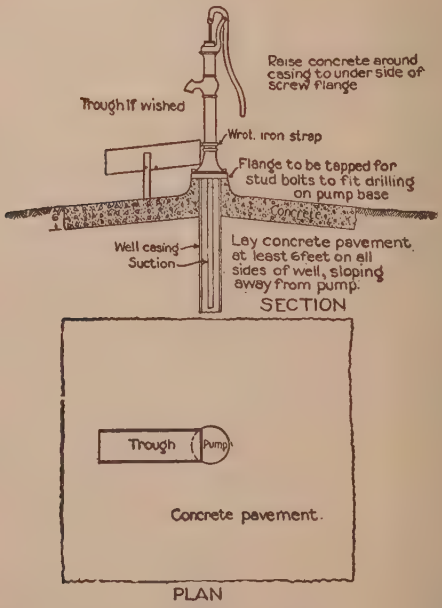
Raise concrete around casing to under side of screw flange
Trough if wished
Wrot. iron strap
Flange to be tapped for stud bolts to fit drilling on pump base
Concrete
Well casing
Suction
Ley concrete pavement at least 6 feet on all sides of well, sloping away from pump.
SECTION
Trough
Pump
Concrete pavement.
PLAN

FIGURE No. 1.—Driven Well with Concrete Platform to Shut Out Surface Water. (Penn. Dept. of Health.)

well. (Figures No. 2 and 3.) All well water should be pumped either by hand or by power. A bucket should never be used.

Spring water may be derived either from the water flowing above or that lying below the first impermeable strata. In the former instance, the rate of flow varies

markedly with the volume of rainfall and, being surface water, is to be regarded as contaminated. The spring

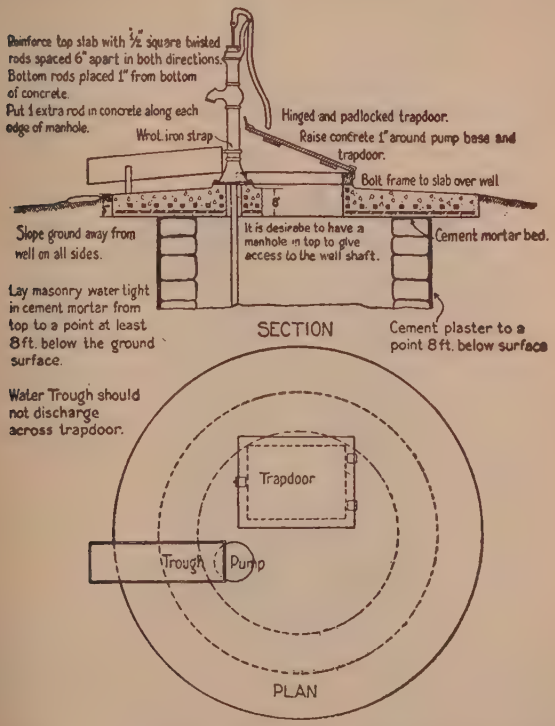
Reinforce top slab with ½" square twisted rods spaced 6" apart in both directions. Bottom rods placed 1" from bottom of concrete. Put 1 extra rod in concrete along each edge of manhole.
Wrot. iron strap
Hinged and padlocked trapdoor.
Raise concrete 1" around pump base and trapdoor.
Bolt frame to slab over wall
6"
Slope ground away from well on all sides.
It is desirebe to have a manhole in top to give access to the well shaft.
Cement mortar bed.
Lay masonry water tight in cement mortar from top to a point at least 8 ft. below the ground surface.
SECTION
Cement plaster to a point 8 ft. below surface
Water Trough should not discharge across trapdoor.
Trapdoor
Trough
Pump
PLAN

FIGURE No. 2.—A Dug Well Showing Method of Excluding Surface Water from the Opening and the Upper Eight Feet of the Shaft. (Penn. State Dept. of Health.)

water which rises from below an impermeable strata has a more constant flow and is usually potable unless it is polluted after reaching the surface.

All springs which supply drinking water should be inclosed in a water-tight chamber (Figures No. 4 and 5) to prevent the entrance of polluted surface water. Water can be drawn from the inclosed spring by means of a

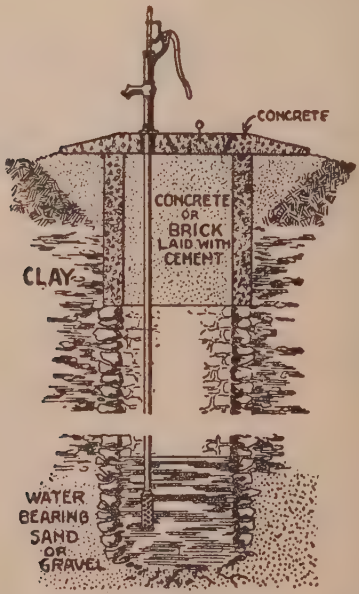

FIGURE No. 3.—A Dug Well Showing Method of Excluding Surface Water by the Use of a Concrete Platform and by Making the Upper Part of the Walls of the Shaft Water Tight with Concrete or Masonry. (Iowa State College Bulletin No. 56, 1923.)

pump (Figure No. 6) or allowed to escape through an overflow pipe. (Figure No. 5.) A trench should be dug around the spring, or at least on the upper side to carry away the surface run-off of storm water. The area surrounding the spring should be fenced.

Purification of the Water Supply. Water is purified in order to kill the disease-producing germs. This can be accomplished in various ways, but for a camp supply only two practical methods are available—boiling or chlorination.

When water is actually boiled from fifteen to twenty minutes, all germs are killed. This method is feasible where only a few people are to be supplied, but is impracticable where any great amount of water is required. Individual campers or small groups of campers can boil

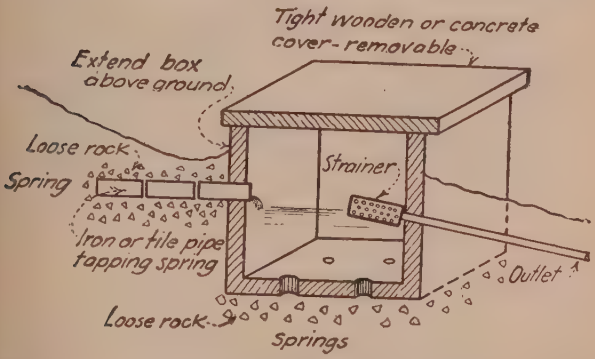

FIGURE No. 4.—Cross-section of Collection Box for Springs. (Commission of Immigration and Housing of California.)

water for their own uses, but, even then, it is an unsafe procedure, because of the uncertainty of the human element. Where water for drinking purposes must be boiled by the individual in order to render it harmless, the boiling is almost sure to be either carelessly performed or not done at all. If the water is turbid (muddy), or contains organic matter, it should be strained through a closely woven cloth before boiling. Boiled water is flat and has an insipid taste, but is rendered more palatable by aeration. Boiled water can be effectively aerated by pouring it through the air from one vessel into another.

Chlorination of Water. Chlorine is a gas at ordinary temperature and atmospheric pressure. Chlorine will combine with the organic matter in the water and as germs are

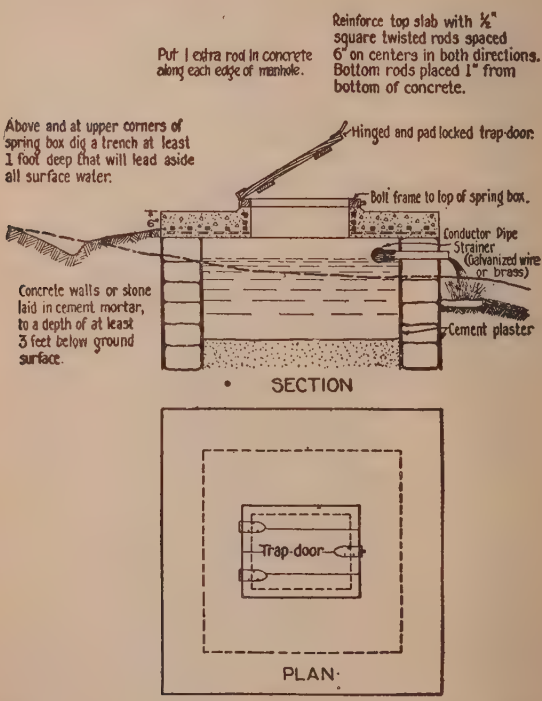
Reinforce top slab with ½" square twisted rods spaced 6" on centers in both directions. Bottom rods placed 1" from bottom of concrete.
Put 1 extra rod in concrete along each edge of manhole.
Above and at upper corners of spring box dig a trench at least 1 foot deep that will lead aside all surface water.
Hinged and pad locked trap-door
Bolt frame to top of spring box.
6"
Conductor Pipe
Strainer (Galvanized wire or brass)
Concrete walls or stone laid in cement mortar, to a depth of at least 3 feet below ground surface.
Cement plaster
SECTION
Trap-door
PLAN

FIGURE NO. 5.—Protected Spring from which Water is Obtained Through an Overflow Pipe. (Penn. State Dept. of Health.)

organic in nature they are also attacked and killed. In the purification of water chlorine is used either in the pure form (known as liquid chlorine) or as calcium hy-

pochlorite (chlorinated lime, bleaching powder, bleach, and chloride of lime).

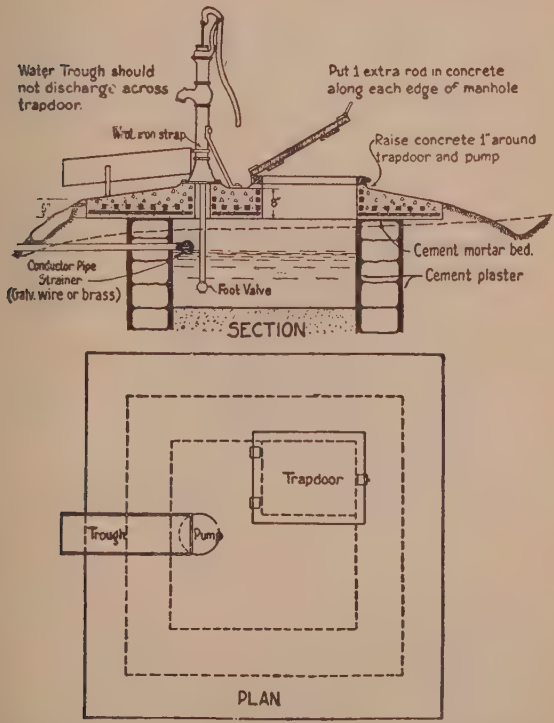

FIGURE No. 6.—Inclosed Spring with Concrete Platform and Trench to Prevent Surface Water from Entering the Spring. (Penn. State Dept. of Health.)

In the application of chlorine or calcium hypochlorite to the water the amount to be added is calculated as so many parts of free chlorine to one million parts of water. Eight

and one-third pounds of liquid chlorine when added to one million gallons of water will give one part of chlorine per million parts of water. Calcium hypochlorite normally contains approximately 33⅓ per cent of free chlorine, and 25 pounds of this compound in one million gallons, or 0.4 oz. in 1,000 gallons of water, will give one part of free chlorine per million parts of water. These figures constitute the basis for computing the amount of chlorine or calcium hypochlorite to be added to the water supply.

FIGURE NO. 7.—Lyster Bag.

Wherever possible, all water for a camp should be purified before being delivered to the camper. In small or temporary camps, it is at times impracticable to treat the entire supply, and under such circumstances the drinking-water should be chlorinated either by the individual camper or under the supervision of the camp authorities. The so-called Lyster bag method constitutes the safest and most practical means of chlorinating drinking water for use by small groups of persons.

The Lyster Bag Method. The Lyster Bag is a water bag made of water-proof canvas, having a capacity of thirty-six gallons (See Figure No. 7). This bag is sus-

pended by ropes from a support and is equipped with one or more faucets at the bottom.

Calcium hypochlorite for use in a Lyster bag can be purchased in one gram (15 grains) glass ampules from any camping outfit store or from firms dealing in chemicals.

The bag is filled with water to the thirty-six gallon mark. If the water is turbid, it should be strained into the bag through a closely woven cloth stretched across the top. One gram of the calcium hypochlorite is dissolved in a cup of water and the solution added to the thirty-six gallons of water in the bag. The water is then stirred a few times with a clean stick and *allowed to stand thirty minutes before using*, in order to give the chlorine time to act. Water chlorinated in a Lyster bag will frequently have a taste which is disliked by some people. This taste is due to compounds formed by the union of the chlorine with organic matter, but the amount of chlorine in the water is so small that it is absolutely harmless and cannot possibly injure the health of the consumer.

If a Lyster bag is not available, water may be chlorinated in galvanized iron containers or other convenient receptacles by the addition of one gram (one ampule) of calcium hypochlorite to each thirty-six gallons of water. If only small containers are at hand, water may be purified for drinking purposes by first breaking a one-gram ampule of the calcium hypochlorite into one quart of clear water and after thorough mixing adding two teaspoonfuls of this strong solution to one quart of the drinking water, which must be allowed to stand for thirty minutes before using.

The Lyster bag method of treating water or one of its modifications is superior to boiling where the disinfection must be carried out by the individual camper because the chance of neglect or error is less in the former than the latter process. The Lyster bag method has the disadvantage that the water disinfected by this method is not ordinarily used for cooking purposes. Theoretically, cooking should in itself serve to sterilize the water, but quite frequently the water is not heated sufficiently to kill all the germs.

Purification of the Entire Camp Water Supply. Wherever practicable, the entire water supply for a camp should

be purified, including that used for bathing, laundering, and cooking, as well as for drinking purposes. The Lyster bag method or sterilization by boiling, should be used only when it is impossible to purify the entire supply.

The most feasible method of disinfecting the water supply of a camp is by the addition of chlorine to water which has been collected and stored in elevated tanks or in small reservoirs. Few camps are of sufficient size or have sufficient funds to justify the installation of a filtration system, and consequently, must depend upon sedimentation and chlorination for the treatment of their water supply.

Where water is obtained from a stream, or possibly from an artesian well, it may be carried to the reservoir by gravity. Where the reservoirs or tanks are higher than the primary source of the water, a booster pump must be used to elevate the water from the intake into the reservoir. The intake usually consists of pipe with lateral openings which are screened to prevent the entrance of débris. In a large stream the intake pipe should extend some distance from the shore, and in any event should be well below the low-water mark.

Two reservoirs should be provided, each of sufficient size to furnish water for the maximum population of the camp for a period of at least twelve hours. From the reservoirs the water is distributed to the camp through underground iron pipes, and it is, therefore, essential that the reservoirs be so located that the water can be distributed by gravity. The reservoirs should be at least twenty feet above the faucets of the distributing system so as to provide sufficient pressure. Where high ground, such as a hill, is available, the reservoirs may consist of concrete basins placed upon or preferably in the ground. If this method is not possible, or feasible, then wooden or iron tanks are elevated to a suitable height by framework or piers. The reservoirs or tanks should be covered or screened to prevent the access of birds or rodents.

In the construction of reservoirs provision should be made for the storage of sufficient water to furnish 75 gallons of water per capita per day. With this figure as a basis of computation a camp of 100 people would require two reservoirs, each holding 3,750 gallons of water. As

one cubic foot contains 6.23 gallons of water, 3,750 gallons will require approximately 600 cubic feet of available space in the reservoir.

Each reservoir is equipped with an inlet pipe and valve near the top and an outlet pipe and valve near the bottom on the side or end opposite the inlet. The latter should be so placed as to avoid completely emptying the reservoir in order that the material deposited on the bottom will not be drawn out in the pipes.

To purify the water the reservoir is filled by closing the outlet valve and allowing the water to run in through the inlet pipe until the desired depth is reached when the inlet valve is closed. Calcium hypochlorite is added at the rate of from 0.5 to 1 part per million of free chlorine, or

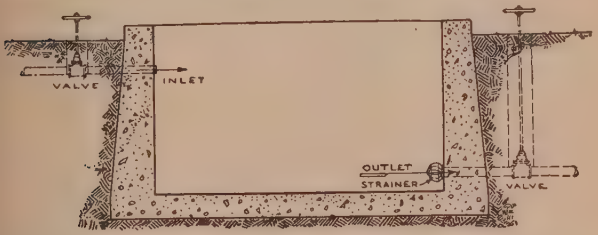

FIGURE No. 71½.—Reservoir Showing Position of Inlet and Outlet. The reservoir should be screened or roofed to prevent the entrance of insects and small animals.

from 1 to 2 oz. of the calcium hypochlorite per 5,000 gallons of water. The amount to be used depends upon the turbidity of the water and can be determined by testing for free chlorine in the treated water. If the water is clear, a solution of calcium hypochlorite (2 ounces dissolved in 3 or 4 gallons of water) is added to the water while it is flowing into the reservoir. If turbid, the water should be allowed to stand for some time, 6 hours or more, before the calcium hypochlorite solution is added, so that some of the solids will settle out. In any event, the chlorine should remain in contact with the water for at least 30 minutes before it is delivered to the consumer.

Liquid chlorine may be used but the irregular flow and the comparatively small quantities of water used in the

ordinary camp render it difficult to apply. The chlorine gas is liquefied by pressure in steel cylinders, and assumes the gaseous form when released. A solution of the gas is made and applied to the water by means of an apparatus known as a chlorinator. (Figure No. 8.) Liquid chlorine is the best disinfectant where large supplies of water are to be treated, and where there is a continuous flow of

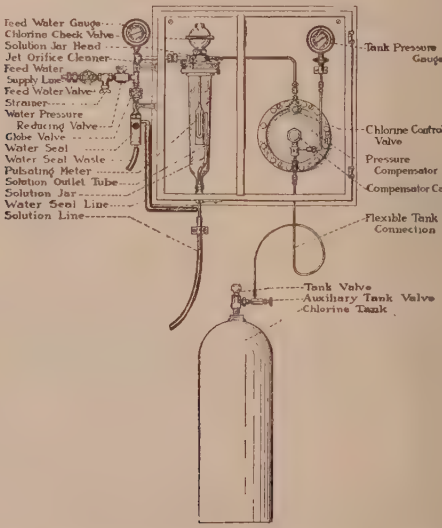

FIGURE No. 8.—Apparatus for the Application of Liquid Chlorine. (Wallace & Tiernan Co., New York.)

water through the reservoir. Such a system should, however, be installed under the direct supervision of an engineer and will not be further discussed here.

All chlorinated water should be tested daily to determine the amount of free chlorine in the supply *as delivered to the consumer,* regardless of whether the Lyster bag method is used or the water purified in reservoirs. Two methods of practical value are available—the starch-iodine and the

orthotolidin tests. Either of these can be made by any intelligent employee, and it should be the specific duty of some one individual to make such tests daily. The water as delivered should contain between 0.1 to 0.5 parts per million of free chlorine.

The Starch-Iodine Test. Thirty minutes or more after the chlorine has been added to the water a cupful is tested for free chlorine by adding from a medicine dropper ten drops of a solution containing 10 per cent of potassium iodide, 1 per cent of soluble starch and 0.5 per cent of zinc sulphate. If a blue color appears free chlorine is present and the water is potable. If no blue color is seen the water is still polluted and requires further chlorination.

The Orthotolidin Test. As in the starch-iodine test, the water is tested 30 minutes or more after chlorination. A four-ounce bottle is filled to the shoulder with the water to be tested and to this water is then added 15 drops of an orthotolidin solution consisting of 0.1 gram of orthotolidin crystals dissolved in 100 c.c. of a 10 per cent hydrochloric acid solution. If a yellow color develops free chlorine is present and the water is potable. If no yellow color is seen more calcium hypochlorite is needed.

The amount of chlorine used should be just enough to produce a blue color with the starch-iodine test, or a yellow color with the orthotolidin test.

At weekly or bi-weekly intervals samples of the water should be sent to the nearest branch of the state health department for bacteriological analysis with the request that the results reported be interpreted in terms of safety for drinking purposes. Containers and directions for collecting and mailing the samples can be obtained from any state board of health.

The disagreeable taste which is sometimes present in chlorinated water, may give rise to some complaints. This taste can be partially removed or wholly eradicated by the use of a solution of sodium thiosulfate in quantities equal to one-half the amount of calcium hypochlorite applied. The sodium thiosulfate stops the action of the

chlorine and must not be added until at least 30 minutes after the introduction of the chlorine.

Camp directors must not forget that the effective purification of the water supply is dependent upon the skilful and continuous supervision of whatever system is used,

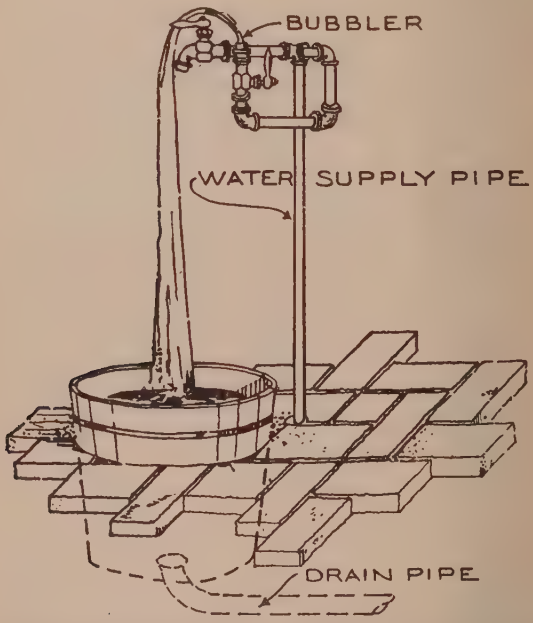

FIGURE No. 9.—Drinking Fountain with Catch Basin. Bubbler should have protector to prevent insertion of tube into mouth.

and that there can be no justification for neglecting this very important factor in the successful operation of a camp.

Distribution of the Water Supply. Where a purified water supply is furnished the camp, it is *essential* that it be so distributed that the individual camper will find it

more convenient to use the pure water than to satisfy his wants from a contaminated supply.

If the Lyster bag method is used, the bags, or other containers, should be so placed that they are easily accessible to all campers. All sleeping quarters, dining rooms, and kitchens, and individual camps should have a bag within a distance of not more than 300 feet.

Where the entire camp supply is purified, water should be piped through underground pipes to all kitchens, dining rooms, bath houses, and to such other buildings or tents as may be desirable. Drinking fountains should be conveniently located throughout the camp. These should be of the automatic shut-off type to avoid wastage of water.

Wherever an outside faucet or drinking fountain is installed, steps should be taken to prevent the water from reaching the ground or the area in the immedicate vicinity will soon become muddy and watersoaked. The drippings, overflow, and discarded water may be caught in a receptacle, as shown in Figure No. 9, which is in turn connected with an underground drain.

The common drinking cup should never be tolerated. Where drinking fountains are not used individual drinking cups should be provided.

Ice should never be placed in direct contact with water to be used for drinking purposes. Cold does not kill the disease-producing germs and the water from which the ice is made is frequently contaminated or the ice itself may be infected by the dirty hands of those who handle it. Drinking-water can be cooled by passing it through coils of pipe surrounded by ice contained within a suitable box or other receptacle. The ice box and coils are frequently placed underground and the pipe connected with a drinking fountain or faucet.

Disposal of Wastes

Waste material is divided into two classes, *sewage* and *refuse*. If waste matter is allowed to accumulate, it not only soon creates a nuisance, but also constitutes a potential, and in many instances an actual, danger to the health of the campers. Every camp must have some means of disposing of wastes which will effect their satisfactory removal from direct or indirect contact with man.

Sewage Disposal. Ordinary camp sewage consists of human excreta (feces and urine), bath water, and liquid kitchen wastes. Where water under pressure is available a water-carriage system, consisting of sewers through which the sewage is carried by water, can be installed and all the sewage carried away through the sewers and disposed of in a suitable manner. In the absence of a water-carriage system it will be found necessary to separately dispose of each of the three classes of sewage.

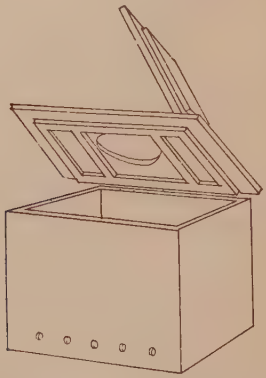

FIGURE No. 10.—Privy Box for a One-Seated Sanitary Privy. (Public Health Bulletin No. 89, Lumsden.)

Disposal of Feces and Urine. The *sanitary privy* provides a method of temporarily storing human excreta in such a manner that it does not become a menace to the health of man. Essentially, such a privy consists of a removable receptacle, or privy pail, for receiving the excreta, a privy box and a fly proof, ventilated building. The privy box containing the receptacle is constructed as shown in Figures No. 10 and 11. The box is about 20 inches from front to back, and 17 inches high. The length depends on the number of seats, a one-seat privy being about 22 inches long. Each seat is equipped with a well-fitting, self-closing lid (Figure No. 11).

Usually an opening is made at the back of the box just large enough to permit the ready removal of the receptacle and equipped with a well-fitted and substantial door. Experience has shown, however, that when the doors are at the back of the box the hinges are frequently broken or bent so that flies can gain access to the contents of the

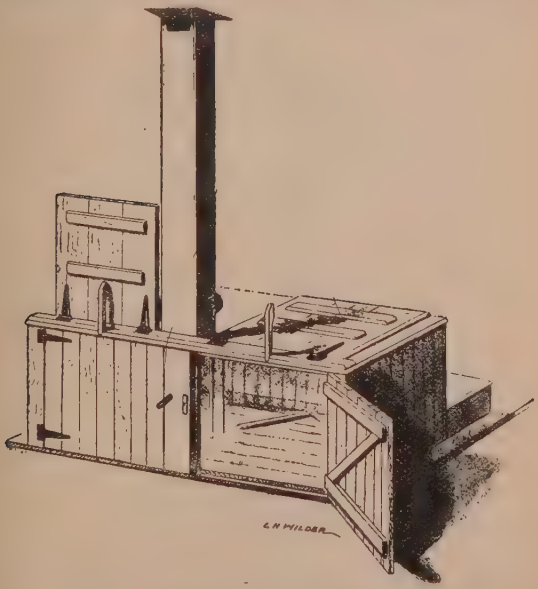

FIGURE No. 11.—Two-seated Privy Box for Sanitary Privy Showing Vent Flue. (Public Health Bulletin No. 89, Lumsden.)

pail. The best type of privy box is that depicted in Figure No. 10 which permits the removal of the receptacle through the top of the box.

It is essential that the privy box be fly-proof and that the interior be well ventilated. Ventilation is accomplished as shown in Figure No. 12, by boring a number of two-inch vent holes on one side of the box and placing a vent flue on the other side. Where two or more seats are

built in one privy the vent holes can be placed in the front of the box. All vent holes and the openings of the vent flue are screened with 16-mesh metal screening.

The best receptacle for receiving the excreta is a galvanized iron pail or can made of heavy material which will stand fairly hard usage without developing leaks. (Figure No. 13.)

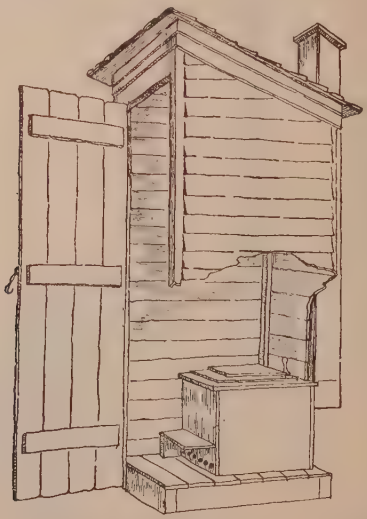

FIGURE No. 12.—A One-Seated Sanitary Privy. (Public Health Bulletin No. 89, Lumsden.)

One privy seat should be provided for every five to ten persons and in order to provide privacy, each seat should be separated from the adjoining seats by a partition. Figures No. 14 and 15 show one method of constructing a six-seat privy. The building itself should be made fly-proof by screened doors and windows.

The disposal of the contents of the sanitary privy may be accomplished in one of several different ways. The

pails should be removed and emptied at weekly or semi-weekly intervals, or oftener if necessary. When taken from the privy, the pail should be covered and immediately removed with its contents to the place of ultimate disposal, a clean pail having in the mean time been placed in the privy.

If the camp is situated near a sewered community, arrangements can usually be made to empty the contents of the pails directly into a sewer manhole to be disposed of with the sewage in sewer. Where this can be done, it offers the safest and most practicable method of disposing of the excreta from a sanitary privy.

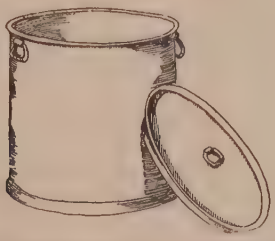

FIGURE No. 13.—Receptacle for Use in a Sanitary Privy. The Cover Should be Placed on the Can Immediately after Removal from the Privy. (Public Health Bulletin No. 89, Lumsden.)

The excreta may be buried at a point sufficiently far removed from human habitation and where there is no danger of contaminating water supplies. Either a pit or shallow furrows may be used for this purpose, but in any event, the excreta should be immediately covered with a few inches to a foot of tamped earth to prevent fly breeding. If the land is available, shallow furrows are the best, as the excreta decomposes more rapidly when placed in a thin layer in contact with the top soil than it does when buried in a deep pit. The furrows should be from eight to twelve inches in depth. The ground so used may be cultivated after the lapse of a year.

The excreta may be burned in an incinerator constructed for that purpose, but incineration is the least desirable means of disposing of excreta. A feces incinerator is

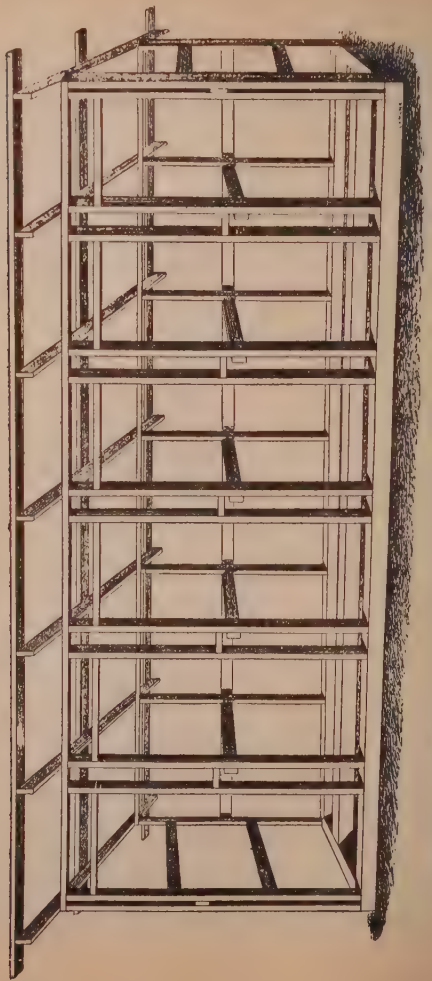

FIGURE No. 14.—Frame Work of Six-Seated Sanitary Privy. (Public Health Bulletin No. 37, Stiles.)

FIGURE No. 15.—Front View of a Six-Seated Sanitary Privy. (Public Health Bulletin No. 37, Stiles.)

difficult and expensive to operate, and a disagreeable odor is frequently produced which may be carried by the wind into nearby houses, or throughout the camp.

If it is found desirable to install a feces incinerator, two general types are available which, if properly operated under favorable conditions, will destroy the excreta. *The*

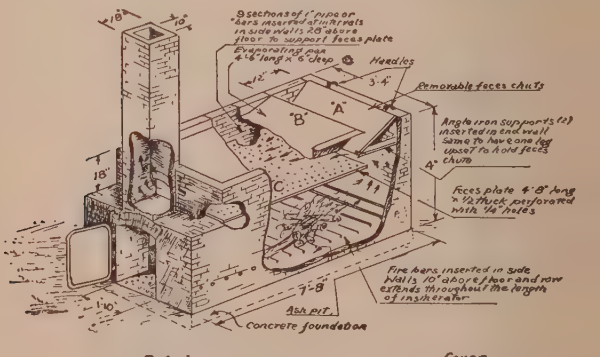
3 sections of 1" pipe or bars inserted in brackets in side walls 20" above floor to support feces plate
Evaporating pan 4'6" long x 6" deep
Handles
Removable feces chute
Angle iron supports (2) inserted in end wall same to have one leg upset to hold feces chute
Feces plate 4'8" long x 1/2" thick perforated with 1/4" holes
Fire bars inserted in side walls 10" above floor and rare extends throughout the length of incinerator
Ash pit
Concrete foundation
Details
Feces chute to be made of 1/8" thick material
Evaporating pan to be made of 1/8" thick material
This dimension governs the extent angle iron supports should project from surface of wall
Feces plate
Cover
Handles
To be made of 1/8" thick material
When incinerator is in operation (feces chute removed) this cover is used to close pit opening

FIGURE No. 16.—Details of Fort Riley-McMunn Incinerator.

Fort Riley-McMunn incinerator is probably the most efficient type for a small camp of 25 to 100 persons. The details of construction are shown in Figure No. 16. In the operation of this incinerator the feces and urine are separated insofar as is practicable. The feces are poured down the feces chute (A) onto the perforated feces plate (C). The feces plate is made of one-half-inch boiler plate and the feces chute of one-eighth-inch sheet iron. The urine is placed in the evaporating pan (B). The flame from the fire box passes under and around the end

of the feces plate and between the feces plate and the urine evaporating pan, burning the feces and evaporating the urine. The evaporation of the urine requires a great deal of heat and, if practicable, a large proportion of the

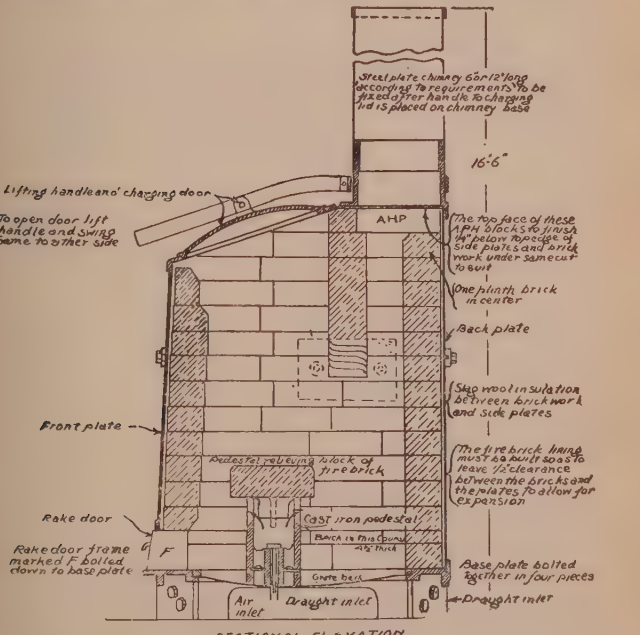
Steel plate chimney 6 or 12" long according to requirements to be fitted with handle to charging lid is placed on chimney base
16'-6"
Lifting handle and charging door
To open door lift handle and swing same to either side
AHP
The top face of these AH blocks to finish 1/4" below top edge of side plates and brick work under same cut to suit
One plinth brick in center
Back plate
Slag wool insulation between brickwork and side plates
Front plate
Pedestal relieving block of fire brick
The fire brick lining must as built be so as to leave 1/2" clearance between the bricks and the plates to allow for expansion
Rake door
Cast iron pedestal
Brick is this course 4 1/2" thick
Rake door frame marked F bolted down to base plate
F
Grate bars
Base plate bolted together in four pieces
Air inlet
Draught inlet
Draught inlet
SECTIONAL ELEVATION

FIGURE No. 17.—The "Horsfall" Destructor.

urine should be disposed of in a soakage pit rather than by evaporation.

The Horsfall Destructor (or incinerator) as shown in Figure No. 17 is suitable for use in a large permanent camp. This incinerator should be constructed under expert supervision. When properly built and operated it

will effectively destroy a comparatively large amount of excreta.

Where incinerators of any kind are installed for constant use over a considerable period of time a battery of two or more should be built in order that one may be placed out of service for repairs.

The septic tank installation (to be described later) can be used for the disposal of the excreta from a sanitary privy, provided that a corresponding amount of water, 15 to 20 gallons per person per day, is introduced into the tank with the excreta. The excreta must be placed in the tank at such intervals as will not cause overloading. This plan is particularly feasible where a part of the camp is equipped with a flush toilet and septic tank disposal system and the remainder with sanitary privies.

Whatever method is used to dispose of the contents of the sanitary privy, the privy pails must be handled with care and precautions taken to prevent the spilling of the contents in the privy boxes or on the ground. Hand-propelled carts or a small motor truck may be used to transport the pails to the place of ultimate disposal. The pails should be removed at night, or at such other times as will produce the least offense. When emptied, the can is thoroughly cleansed with water, either from a hose under pressure or by swabbing and rinsing. The bottom of the cleaned pail should be covered with about one-half to one inch of a five per cent solution of cresol which will serve as a deodorant as well as a disinfectant.

The L. R. S. Privy. The septic tank principle of sewage treatment is utilized in the operation of a L. R. S. privy. For permanent camps where flush toilets can not be used the L. R. S. privy or one of its modifications provides the best methods of disposing of human excreta.

The essential feature of a L. R. S. privy is a small septic tank having two compartments, the liquefying tank and the effluent tank. (Figure No. 18.) The liquefying tank is directly under the privy box. The excreta is retained for a time in the liquefying tank where it undergoes decomposition and liquefaction with some reduction in volume. From the liquefying tank the liquid passes through a screened pipe into the second compartment known as the effluent tank. From the latter tank the

effluent is gradually discharged through an overflow pipe into a subsurface irrigation system, onto a filter, or into a stream.

The liquefying tank should have a capacity of at least 40 gallons (6 to 7 cubic feet) of water when the water just reaches the level where it begins to trickle into the effluent pipe. Such a privy is large enough for three persons and the capacity of the tank must be increased by 10 to 12 gallons for each additional person. The effluent tank may be somewhat smaller, but should be of sufficient size to receive and store a fair amount of the fluid from the liquefying tank. The modification of the L. R. S.

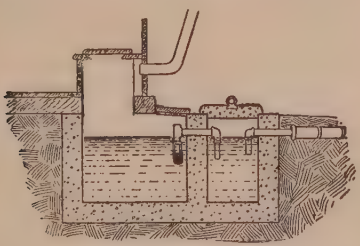

FIGURE No. 18.—L. R. S. Privy with Concrete Tanks. (Public Health Bulletin No. 68, Lumsden, Stiles & Freeman.)

privy known as the Kentucky Sanitary Privy, is shown in Figure No. 19. This type has one tank divided into three compartments by baffles.

While concrete liquefying and effluent tanks are desirable, a very satisfactory L. R. S. privy can be built with the tanks made of iron barrels or drums as shown in Figures No. 20 and 21. In this type of privy the effluent tank when full can be hauled away and emptied. If necessary, the effluent can be disinfected prior to disposal by the addition of one to two ounces of calcium hypochlorite in solution to each 50 gallons of effluent.

As the septic action causes a reduction in the volume of the excreta additional water must be placed in the liquefying tank at weekly intervals. The amount added will vary according to the rate of evaporation but usually

about five per cent of the capacity of the tank will be sufficient. Thus, about two and one-half gallons should

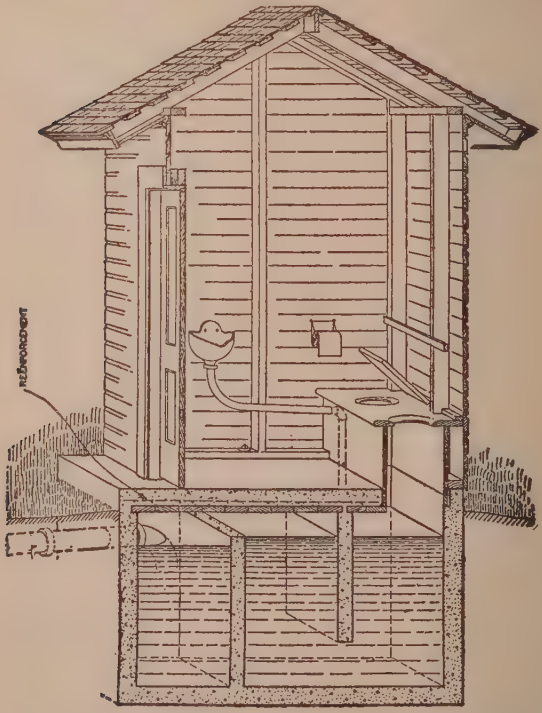

FIGURE No. 19.—L. R. S. Sanitary Privy. (The Kentucky Sanitary Privy. Kentucky State Board of Health, 1913.) One Type of Urinal is Shown. The front compartment is the effluent tank and liquefaction takes place in the middle and rear compartments.

be added to a fifty gallon tank once each week. The liquid in both tanks should be kept covered with a film of crude oil or kerosene.

The privy box for a L. R. S. privy is the same as that described for a sanitary privy except that the excreta is received into the liquefying tank instead of a removable pail. The box should be provided with screened vent holes and vent flue, and automatically closing lids. The seats should be separated by partitions. An anti-splash board may be installed, as shown in Figures No. 20 and 21. The anti-splash board is raised when the privy is used and lowered into the liquid immediately after.

The building for a L. R. S. privy differs in no essential respect from that described for the sanitary privy. It should be fly-proof and well ventilated.

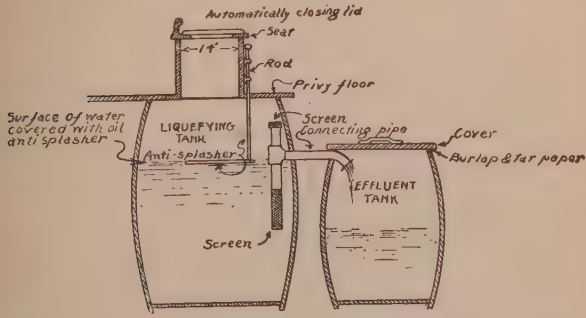

FIGURE No. 20.—L. R. S. Privy in which the Liquid Tank and the Effluent Tank Consist of Steel Drums.

The effluent from a L. R. S. privy is potentially dangerous and must be disposed of where it will not endanger the health of man. If disposal by subsurface irrigation is not practicable, the effluent tank can be emptied at intervals and the contents buried or poured into a sewer. The effluent from a number of L. R. S. privies such as those shown in Figures No. 18 and 19, can be conducted through water-tight pipes to a central siphon chamber and hence to a subsurface irrigation field or a small intermittent filter in the same manner as the effluent from a septic tank. With this kind of an installation a number of L. R. S. privies will function as efficiently, as far as

the sanitary disposal of the excreta is concerned, as a flush toilet and water-carriage system of disposal.

The Barrel-Sawdust Privy. (Figure No. 22.) To construct a barrel-sawdust privy the head is removed from a

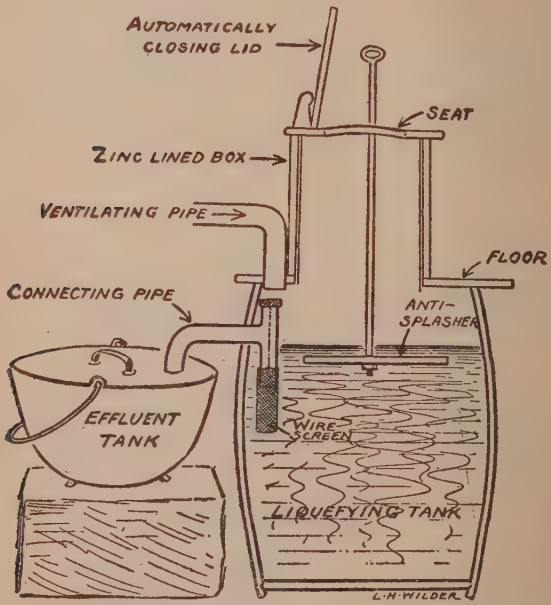

FIGURE NO. 21.—L. R. S. Privy in which a Barrel or Iron Drum is Used for a Liquefying Tank, and an Iron Pot for an Effluent Tank. The Latter is Carried Away and Emptied when Full. (Public Health Bulletin No. 68, Lumsden, Stiles and Freeman.)

water-tight hogshead such as a molasses hogshead. The head and the bottom are then removed from a water-tight barrel of such size as to easily fit within the hogshead. Four cleats are nailed on the outside of the barrel 17 inches from the top and the barrel set inside the hogshead so that

it is supported by the cleats resting upon the upper edge of the hogshead. The latter is then filled with sawdust to a little above the lower end of the barrel. The sawdust is also packed around the barrel between it and the hogshead to the level of the cleats. The barrel constitutes the privy box and the vault, and is equipped with a fly-proof

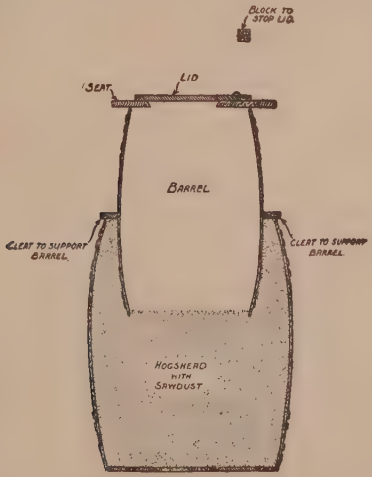

FIGURE No. 22.—Sawdust Barrel Privy. (Public Health Bulletin No. 111, 1921, Stiles.)

seat and automatically closing lid. The urine and the fluids in the feces are absorbed by the sawdust, while the feces and paper remain within the barrel.

The barrel-sawdust privy, if properly constructed, is fly-proof and sanitary. One such privy will care for the excreta from five persons for about three months without emptying. When full it can be hauled to some suitable place and dumped, the sawdust being used to cover the contents.

While sawdust is the best material for the separation of

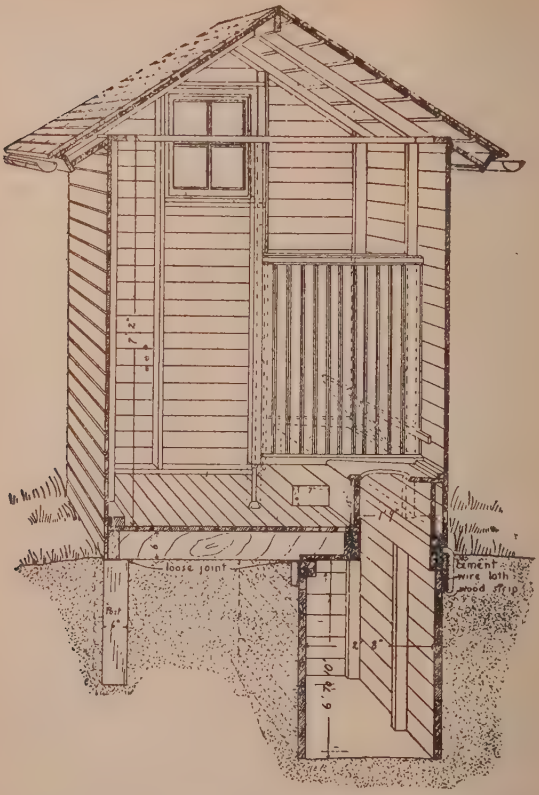

FIGURE No. 23.—Pit Privy with Retaining Walls of Wood. (Wisconsin State Board of Health.)

the feces and urine, satisfactory results can be obtained by the use of such substances as shavings, excelsior, leaves, chopped straw or sand.

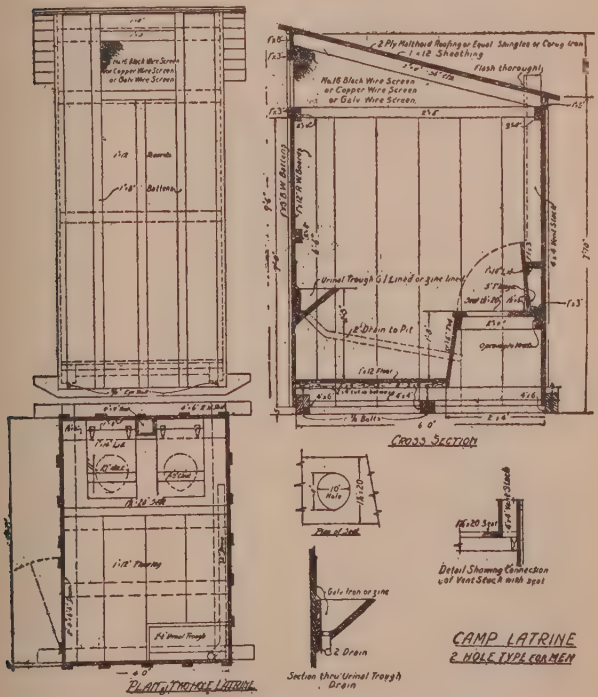
Hall 16 Mesh Wire Screen or Copper Wire Screen or Galv. Wire Screen
Boards
Battens
2 Ply Matthoid Roofing or Equal Shingles or Corrug. Iron
1x12 Sheathing
Flash (thoroughly)
Hall 16 Mesh Wire Screen or Copper Wire Screen or Galv. Wire Screen
Urinal Trough G.I. Lined or zinc lined
2" Drain to Pit
1x12 Floor
Batten
6 0"
CROSS SECTION
Plan of Seat
Detail Showing Connection of Vent Stack with spat
Gate Iron or zinc
2" Drain
Section thru Urinal Trough Drain
CAMP LATRINE
2 HOLE TYPE FOR MEN
PLAN THROUGH LATRINE

FIGURE No. 24.—Pit Privy with Urinal. (Commission of Immigration and Housing of California.)

The barrel-sawdust privy is housed in an ordinary fly-proof privy building. Two or more barrels can be placed in one building if required.

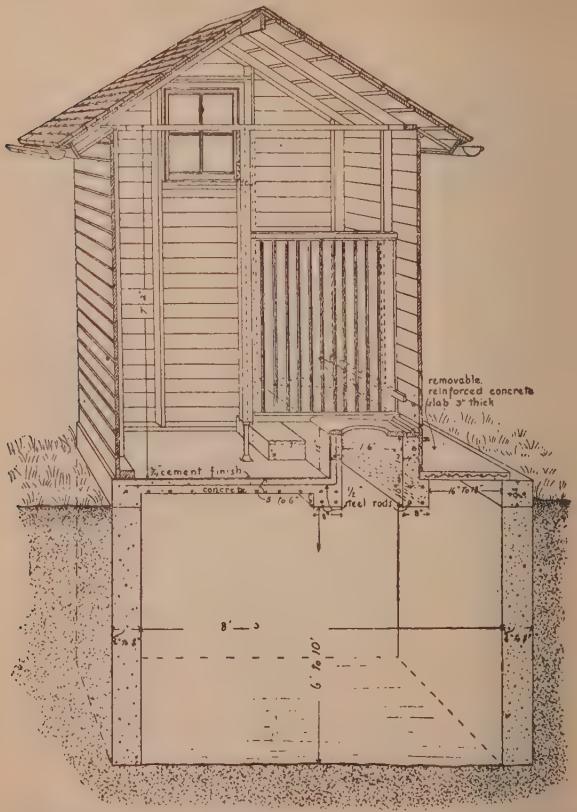

FIGURE No. 25.—Pit Privy with a Concrete Vault. Concrete Slab at the Rear Can Be Removed and the Contents of the Vault Taken Out Through the Opening. (Wisconsin State Board of Health.)

The Pit Privy (latrine). The pit privy is the least desirable method of disposing of human excrement, but is at times the only practical one especially in camps of short duration. As the name signifies, this privy consists of a pit in the ground over which is erected a building containing a privy box and seats.

The pit or vault is of varying width and from four to ten feet in depth, depending on the nature of the subsoil and the level of the ground water table. The length depends upon the number of seats, about 20 to 24 inches being allowed for each seat, exclusive of partitions. In suitable earth the pit may be made without retaining walls but if placed in ground that tends to cave inward, walls of masonry, concrete, or wood must be provided. (Figures No. 23, 25 and 26.) Where retaining walls are used the bottom of the pit may be left open to the soil or a water-tight vault may be made.

The privy building and box is essentially the same as that described for the sanitary privy (Figures No. 14–15 and 24), except that the privy box has no bottom but opens directly into the pit. The building is ventilated and fly-proofed and the seats are separated by partitions.

When the pit is filled to within 18 inches of the surface, the building may be removed and the pit filled to above the level of the ground with solidly tamped earth. If practicable the contents of the pit should be removed, carted away and buried, or otherwise disposed of and the building replaced. If a pit privy is to be used over a considerable period of time it should be built so that the contents can be removed without moving the building. In this type, the rear wall of the pit slopes backward so that access can be had to the pit from behind the rear wall of the privy building. (Figures No. 24 and 26.) The pit can then be cleaned by dipping or scooping out the contents.

All pit privies should be at least 100 feet distant from any stream or body of water used as a source of water supply or for bathing purposes.

Calcium hypochlorite should be added to contents of the privy pit at the rate of one pound per week for each person using the privy.

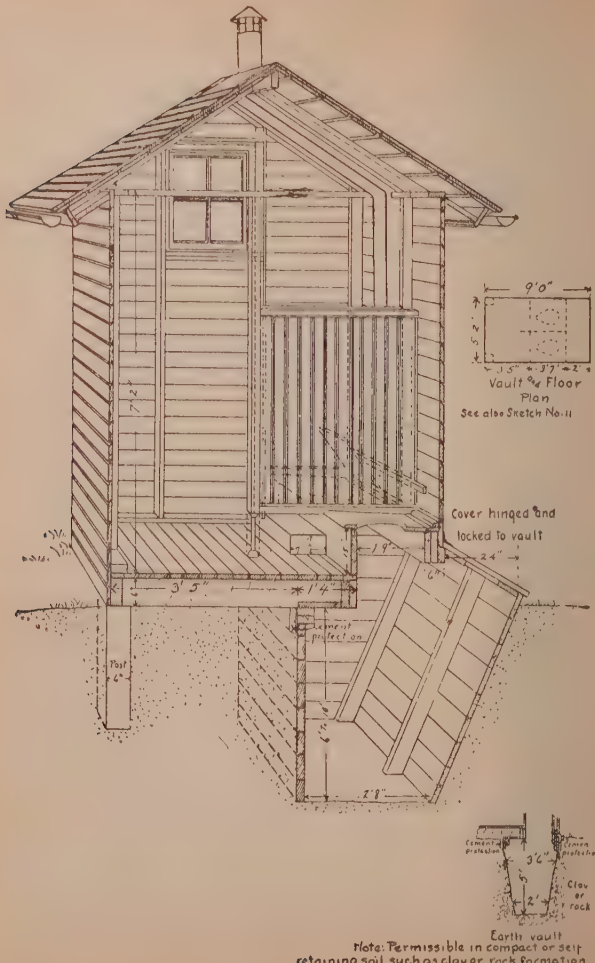

FIGURE No. 26.—Pit Privy with Retaining Walls of Wood. The Contents of the Privy are Removed from Opening at the Rear. (Wisconsin State Board of Health.)

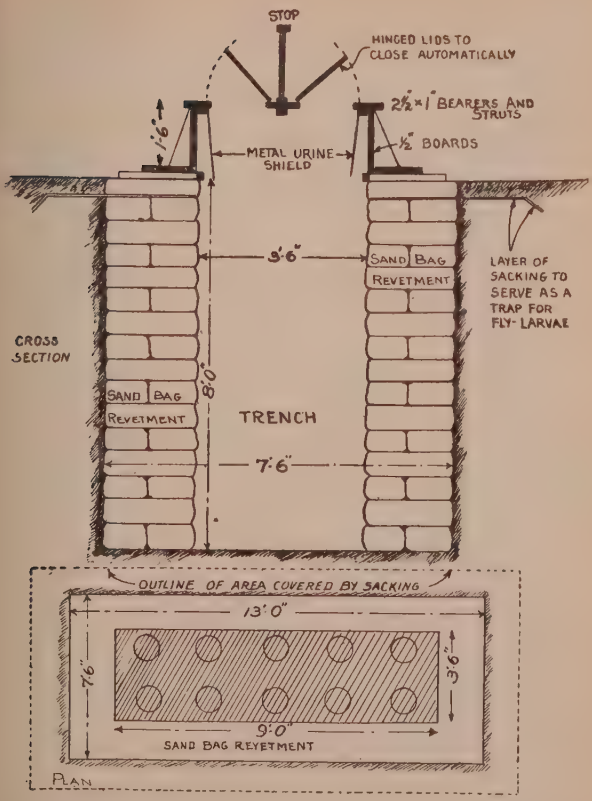

FIGURE NO. 27.—Army Trench Latrine. Built Without Partitions Between the Seats. Suitable for Boy Scout Camps.

The Water Carriage System. The water carriage system consisting of flush toilets, underground sewers, and some provision for treating or disposing of the raw sewage, is far superior to any other method of sewage disposal not only as a means of protecting the health of the campers but also from an aesthetic viewpoint. Well built, clean comfort stations or toilets equipped with flush toilets add to the attractiveness of the camp and are a potent factor in increasing the contentment of the campers.

The sewerage system for a large camp should be installed by a competent engineer. The size of the sewer pipe, the number and location of the manholes, the grade of sewer lines will depend upon and be modified by the volume of sewage to be transported, the topography of the terrain, and to some extent by the method of ultimate disposal.

Where only a few buildings are to be connected with the sewers the installation of a camp water carriage sewerage system ordinarily presents no great difficulty. The sewage will consist of wastes from the toilets, kitchens, baths, and lavatories. The plumbing fixtures should connect with a soil pipe, which is a two- or four-inch cast iron pipe extending from the house-connection up through the roof and receives the wastes from the toilets and other fixtures. The soil pipe also provides ventilation for the house-connection sewer and fixtures.

The house-connection is the sewer which receives the sewage from the soil pipe. It should be six inches in diameter and may consist of vitrified salt-glazed clay, or cast iron, pipe. The house-connection should be water tight to prevent the entrance of storm water, and if vitrified clay pipe is used the joints should be cemented. If only one building is connected with the sewerage system or if each building is provided with a septic tank the six-inch house-connection is carried to the point of disposal or treatment. If more than one building is to be connected then the house connections lead to a common sewer which in most camps will drain directly to the place of disposal or to the treatment plant. Vitrified clay pipe is usually used for the common sewer, which should be not less than eight inches in diameter. The house-connection pipe is joined to the common sewer by a Y branch.

All joints should be cemented and made water tight. All house connections should be laid on a minimum grade of 1:40 in order that deposits may be prevented. The velocity of the flow in a common sewer when running one-half full should be not less than 2½ nor more than 8 feet per second. Manholes, or inspection holes, should be placed at turns in the sewer line, or every 300 feet if the sewer is straight, in order to facilitate inspection and cleaning.

In order to be efficient and economical in operation, flush toilets must be of good construction and correctly installed. The construction of the toilet buildings will vary according to local circumstances, but whatever the design may be they should be fly-proof, well ventilated, easily cleaned, and conform to the local health laws and regulations. One seat should be provided for every five to ten people, but where the question of expense is of importance this may be reduced to one seat for every ten to twenty persons. Separate buildings must be provided for men and for women, and the individual seats should be separated by partitions.

Sewage Treatment. The excreta collected by toilets should be promptly disposed of in such a manner that it will not endanger the health of man or create a nuisance. It is highly putrescible and must be regarded as containing disease-producing germs. The object of sewage treatment is to convert the unstable and readily putrescible organic material into stable and non-putrescible substances, and to prevent the transmission to man of any disease-producing germs which it may contain.

The ideal method of ultimate disposal of camp sewage is that of discharging it into a municipal sewerage system. If this is not practicable, the raw sewage may be disposed of by dilution or by treatment in a septic tank. The effluent from the septic tank may be disposed of by dilution, subsurface irrigation, or by filtration with subsequent disposal by dilution or broad irrigation.

Disposal by Dilution. In disposal by dilution the raw sewage is discharged directly into a body of water sufficiently large to so dilute the sewage that no harmful results are produced. If a body of water such as a lake, bay, or stream is available, disposal by dilution is often feasible provided it can be accomplished without polluting

any source of drinking water or infringing upon riparian rights of adjacent land owners. Care must also be taken to avoid contaminating bathing beaches, and if the sewage is discharged into tidewater, possible injury to shell fish must likewise be considered. The winds, currents, and tide will often carry sewage for comparatively long distances from the point of disposal.

Where a small stream is to be utilized for diluting the sewage, it must be determined that the minimum flow of water in the stream is sufficient to produce a satisfactory dilution. The stream should have a minimum flow of 0.75 to 1 cubic foot per second for each 100 persons, and the flow must be constant and even, or malodorous deposits will occur along the banks and the bottom of the stream.

The sewer should extend out from the shore to a point where the depth of the water and the distance from the shore is sufficient to permit of ample dispersion of the sewage. Whenever disposal by dilution is contemplated the local or state health authorities should be consulted in regard to the location of the outlets.

Septic Tanks. Many camps are so located that it is impracticable to dispose of the raw sewage by dilution, and some other form of treatment must be employed. For the average permanent or semi-permanent camp, the most feasible method of treating sewage involves the use of some form of a septic tank. In a septic tank the solid portions of the sewage are liquefied, certain of the unstable substances are reduced to stable compounds, and many of the disease-producing germs are killed. These changes are produced by the action of bacteria which live in the depths of the tank.

The ordinary septic tank consists of a closed concrete basin, through which the sewage flows at a rate which will permit a certain amount of decomposition and liquefaction. It should be placed as close as practicable to the source of the sewage, but in a locality where the odors generated in the tank will not become obnoxious. Small installations are best placed below the surface of the ground, although this is not necessary for the satisfactory operation of the tank.

For the construction details of a septic tank see Figures 28, 29, 30. The size and shape of the septic tank may

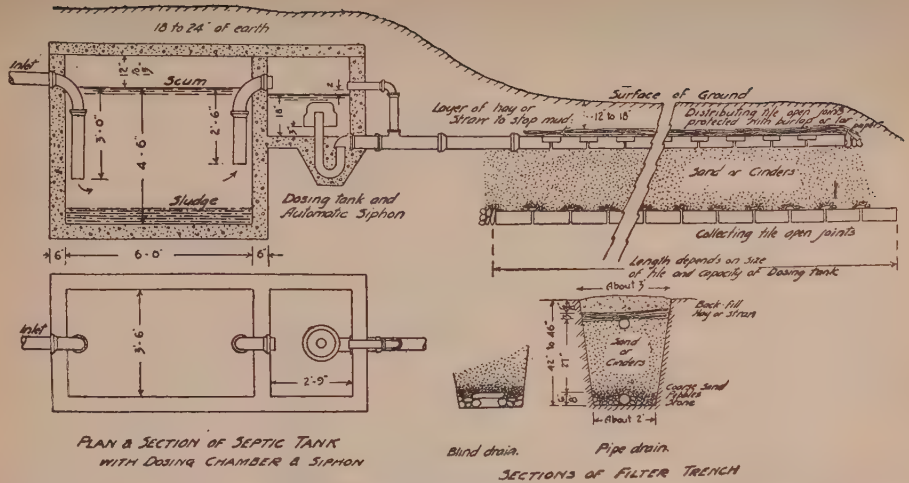

FIGURE No. 28.—Plan and Section of a Small Septic Tank Showing Dosing Tank and Automatic Siphon. The Effluent is Disposed of by Trench Filtration. (U. S. Public Health Service, Crohurst.)

vary according to the circumstances, and expert advice regarding their construction can usually be obtained from local or state health authorities. The tank proper should have a capacity of five cubic feet per person, but it is not advisable to use a tank containing less than 75 available cubic feet. Such a tank will handle the sewage for 15

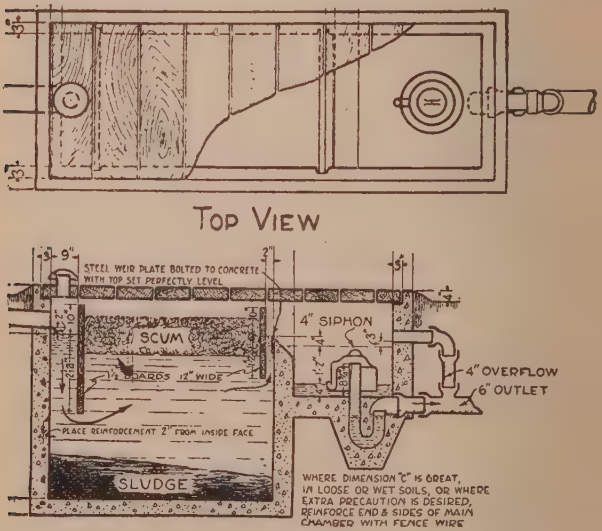
TOP VIEW
STEEL WEIR PLATE BOLTED TO CONCRETE WITH TOP SET PERFECTLY LEVEL
9"
3"
4" SIPHON
SCUM
BAFFLE BOARDS 12" WIDE
4" OVERFLOW
6" OUTLET
PLACE REINFORCEMENT 2" FROM INSIDE FACE
SLUDGE
WHERE DIMENSION "C" IS GREAT, IN LOOSE OR WET SOILS, OR WHERE EXTRA PRECAUTION IS DESIRED, REINFORCE END & SIDES OF MAIN CHAMBER WITH FENCE WIRE

FIGURE No. 29.—Section Through a Septic Tank Showing the Position of the Baffle Boards which are Used Instead of an Inverted Tee. (Penn. State Department of Health.)

Septic Tank for 25 Persons: Length, 9 ft.; width, 4 ft. 6 inches; depth below flow line, 4 ft. 6 inches.

Siphon Chamber, of such size as to discharge the effluent from the tank from one to three times each 24 hours, according to the local conditions.

persons or from 750 to 1,000 gallons of sewage per day. The siphon chamber may be an intregal part of the tank or it may be built as a separate unit so that it will receive the effluent from several tanks. The latter arrangement is feasible when a large subsurface irrigation field or inter-

mittent filter is used for the disposal of the effluent. All septic tanks must be properly ventilated and have a manhole opening into the tank.

A certain proportion of the solids in the sewage settle out and remain in the tank as sludge. Ordinarily, the sludge must be removed when it fills one-third of the tank, which usually occurs at intervals of from six months to two or three years. To clean the tank the overlying liquid is pumped out, after which the sludge is removed with a scoop or by pumping and carted away and buried at some convenient place where it will not contaminate a water

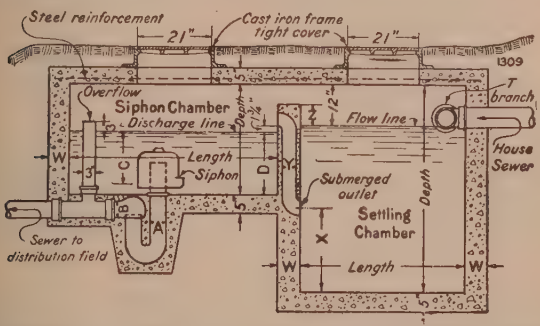

FIGURE No. 30.—Septic Tank and Siphon Chamber for 20 to 25 Persons. (Farmers' Bulletin No. 1227, U. S. Dept. of Agriculture.)

Septic Tank: Length, 6 ft.; width, 3 ft. 6 inches; depth below flow line, 5 ft. 6 inches; W, 8 inches; X, 2 ft. 9 inches; Y, 5 inches, and Z, 8 inches.

Siphon Chamber: Length, 10 ft.; depth, 2 ft. 10 inches; width, 3 ft. 6 inches; A, 4 inches; B, 4 inches; C, 17 inches, and D, 20¼ inches.

supply. During hot-dry weather the sludge can be spread in a thin layer on the ground dried until it can be handled with a spade.

A scum will form upon the surface of liquid in the septic tank and this should be occasionally broken up with a stick or pole and allowed to settle to the bottom. Scum should not be permitted to accumulate to a depth of more than six inches.

As septic action is dependent upon the growth of bacteria in the sludge it may be delayed for a time when a new

tank, or one that has been idle for some time, is placed in service. During this time the tank acts only as a settling basin, but, even so, a considerable percentage of the solids are removed and subsequent treatment of the sewage rendered much simpler.

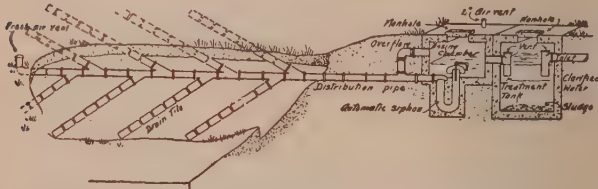

FIGURE No. 31.—Septic Tank with Dosing (Siphon) Chamber and Absorption Field; Shows Method of Ventilation. (Wisconsin State Board of Health.)

The effluent from a septic tank is putrescible and contains many bacteria, and must be disposed of in such a manner that it will not create a nuisance or constitute a danger to the health of man. This may be accomplished in one of several ways, either by subsurface irrigation, filtration, or dilution in a nearby body of water.

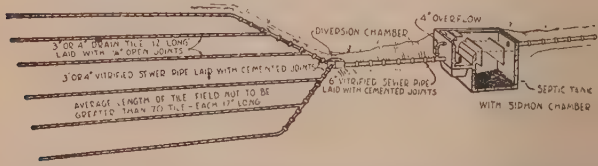
4" OVERFLOW
DIVERSION CHAMBER
3 OR 4" DRAIN TILE 12 LONG LAID WITH ¼" OPEN JOINTS
3 OR 4" VITRIFIED SEWER PIPE LAID WITH CEMENTED JOINTS
6" VITRIFIED SEWER PIPE LAID WITH CEMENTED JOINTS
AVERAGE LENGTH OF TILE FIELD NOT TO BE OVER 150 FT. - EACH 12' LONG
SEPTIC TANK WITH SIPHON CHAMBER

FIGURE No. 32.—Sewage Disposal System with Septic Tank, Siphon Chamber, Diversion Chamber and Absorption Field. (Penn. Department of Health.)

Subsurface Irrigation (Absorption Fields, Distribution Fields). Where a loose porous soil is available, subsurface irrigation in the form of an absorption field offers the best means of disposing of the effluent from small septic tanks. An absorption field consists of underground lines of field tile laid with open joints, through which

the effluent from the septic tank seeps into the adjacent soil. (Figures Nos. 31, 32, 33.) The liquid thus brought into contact with the soil is absorbed and, under the proper circumstances, an ultimate disposal is satisfactorily effected.

A water-tight pipe of cast iron or vitrified clay four or six inches in diameter is laid from the septic tank or siphon chamber to the absorption field. This pipe should have a fall of two per cent and terminate in a diversion chamber. (Figure No. 32.) The title lines of the absorption field are laid at varying distances apart, usually four to fifteen feet, according to the nature of the soil, and about one foot below the surface of the ground. (Figure No. 33.) The tile lines should have a fall of about two inches in

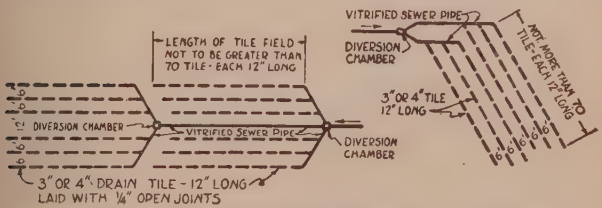
LENGTH OF TILE FIELD NOT TO BE GREATER THAN 70 TILE - EACH 12" LONG
VITRIFIED SEWER PIPE
DIVERSION CHAMBER
NOT MORE THAN 70 TILE EACH 12" LONG
3" OR 4" TILE 12" LONG
DIVERSION CHAMBER
VITRIFIED SEWER PIPE
DIVERSION CHAMBER
3" OR 4" DRAIN TILE - 12" LONG LAID WITH ¼" OPEN JOINTS

FIGURE No. 33.—Tile Fields for Subsurface Irrigation. (Pennsylvania Department of Health.)

100 feet. As a rule four-inch tile is used, the number of rows of tile and the length of the tile lines depending upon the number of people to be served. The joints of the tile drains are separated from one-fourth to one-half inch and the tiles are laid in a bed of broken stone, gravel, or other coarse material, which will aid in absorption and prevent earth from entering at the joint. Approximately 50 lineal feet of four-inch tile will be required for each person contributing to the system, but this may vary from thirty to one hundred feet depending upon the absorbing qualities of the soil.

The proper amount of sewage is released into the tiles at regular intervals by means of an automatic siphon or dosing chamber. (Figure No. 30.) The automatic siphon consists essentially of a small tank equipped with a U trap with the short leg of the U connected with the

drain and the long leg covered with a bell. The trap is filled with water and as the effluent from the septic tank flows into the siphon chamber the weight on the column of water in the trap gradually increases until a portion is forced out into the drain pipe. This starts the siphon and the liquid continues to flow out until the pressure is equalized by the entrance of air under the bell. The siphon chamber should have an overflow pipe connected with a drain to carry away the effluent in case the siphon fails to function. It should also have a manhole and a fresh air vent. (Figure No. 31.)

The capacity of the siphon chamber should be such that the amount of liquid discharged by siphonage at any one time will fill all the tiles of the absorption field connected therewith. The capacity of the different sizes of drainage tile per lineal foot is as follows:

Diameter of tile in inches	*Volume in gallons per one lineal foot*
3 in.	.367
4 in.	.652
5 in.	1.02
6 in.	1.46

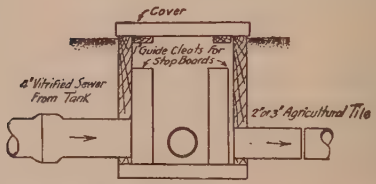

FIGURE No. 34.—Sectional View of a Diversion Chamber Showing Guides for Stop Planks. (Commission of Immigration and Housing of California.)

Thus an absorption field designed to dispose of the sewage produced by 25 individuals, allowing 50 lineal feet of 4-inch tile per person, would have a capacity of 815 gallons, or about 130 cubic feet, of effluent. The siphon chamber supplying this field should be so built that it will discharge this amount of effluent at one time. For other than the smallest installations, two or more absorption fields should be available, so that they may be dosed alternately and overloading prevented.

Where more than one absorption field is used the effluent passes from the siphon chamber through a water-tight pipe to a diversion chamber (Figures No. 34 and 35), in which by the use of stop boards the sewage can be diverted into either of the fields. An absorption field should be dosed not more than three times in each 24 hours.

In the subsurface irrigation method of disposal, care must be exercised to prevent the contamination of water supplies through pollution of the ground water. Overloading, with the subsequent clogging of the soil, must be avoided, and a suitable soil must be available. A loam or sandy soil or loam mixed with sand or gravel will be

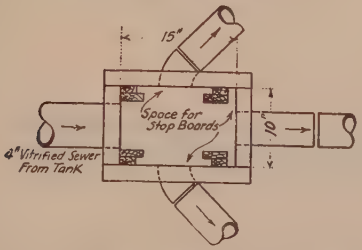

FIGURE No. 35.—Plan of Diversion Chamber Shown in Figure No. 33. (Commission of Immigration and Housing of California.)

found to be the best type for this purpose. A clay soil is useless and any attempt to utilize such soil for an absorption field is sure to result in needless expense and trouble. Not infrequently the nature of the soil, the proximity of water supplies, or lack of space, will prohibit the use of this means of disposing of the effluent from septic tanks. Under such circumstances other methods of disposal must be adopted, and as a rule underground filtration trenches or an intermittent sand filter will give satisfactory service.

Underground Filtration Trenches. Where only clay or other non-absorbent soil is available filtration trenches can often be used in lieu of an absorption field. (Figures No. 28 and 36.) Filtration trenches are dug about three feet in depth and at the bottom of each trench is placed

a collecting drain of open joint tile surrounded with broken rock ranging from ½ to 1½ inches in diameter. The trenches are filled with sand, gravel, or earth, to within a foot of the surface where another line of open joint tile is placed, likewise surrounded by broken rock, which receives the effluent from the siphon chamber. The upper tile lines are installed and function in the same manner as the tile lines of an absorption field, except that the effluent instead of being absorbed by the adjacent soil filters down through the material in the trench into the collecting under-drains, through which it may empty into ditches or may be connected with a main drain through which the effluent is carried to a stream or other body of water to be disposed of by dilution.

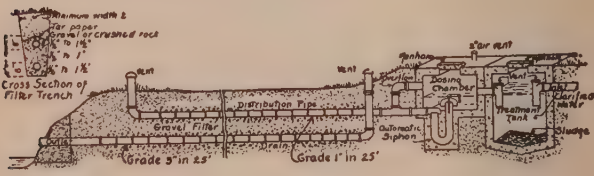

FIGURE No. 36.—Small Septic Tank Showing Method of Using Filter Trench and Ventilation System. (Wisconsin State Board of Health.)

Four-inch field tile is usually used for both the upper tile line and the collecting drains. If a main drain is required this should be a six or eight-inch water-tight sewer.

Intermittent Filtration. An intermittent filter consists of a bed of sand from 26 to 36 inches in depth, resting upon a layer of graded broken stone or gravel, in which are placed under-drains to carry away the filtered sewage. (Figure No. 37.) About one acre of filter surface will be required for 750 persons, or in other words, about 6,000 square feet of filter surface for each 100 persons in camp.

The walls of the filter are usually made of earth, either as an embankment or as the walls of a pit. The under-drains consist of four- or six-inch open joint tile placed from twenty to thirty feet apart on the floor of the filter. The under-drains have a slight fall towards one end of

the bed, and lead into a main drain of tile or pipe, eight inches in diameter, through which the effluent is carried away. On the floor of the filter is placed a six-inch layer of broken rock or gravel, ranging from one to two inches in diameter. Above this layer is another layer of gravel from four to six inches in depth and composed of stones ¼ to ¾ inch in diameter, with the finer ones on top. Above the gravel is placed a bed of sand from thirty to thirty-six inches in depth. The sand grains should have an effective size of from 0.25 to 0.35 mm. and a coefficient of uniformity of from two to four.

If a sandy soil is available, filters can be constructed by stripping away the upper layer of débris, evacuating any rock, clay, or loam pockets, and placing the under-drains at a depth of from six to eight feet. Such a filter should be divided into beds by earthen embankments, which can be made of the strippings removed from the surface.

FIGURE NO. 37.—Cross Section of Intermittent Filter.

Shallow, flat-bottomed wooden troughs are laid on the surface of the filter to receive the effluent from the septic tank. These troughs are arranged in a "crow foot" pattern. (Figure No. 38.) The width of the troughs and the number of lateral troughs vary according to the amount of sewage to be applied, and the size of the filter. The width of the main trough is greater at the effluent end and decreases beyond each pair of side troughs. The sides of the troughs are from three to five inches in height. Holes are bored in the sides to permit the ready egress of the sewage which flows through the holes as well as over the top of the sides.

Septic tank effluent is applied to an intermittent filter by means of a siphon chamber in the same manner as described for subsurface irrigation. A number of small septic tanks may empty into one siphon chamber located

near the filter bed. If more than one filter bed is used a diversion chamber should be installed (Figures No. 34 and 35). A filter bed is dosed from one to three times each 24 hours, and the siphon chamber must be adjusted accordingly. The sewage overflows onto the surface of the filter bed, through holes in the sides and over the walls of the

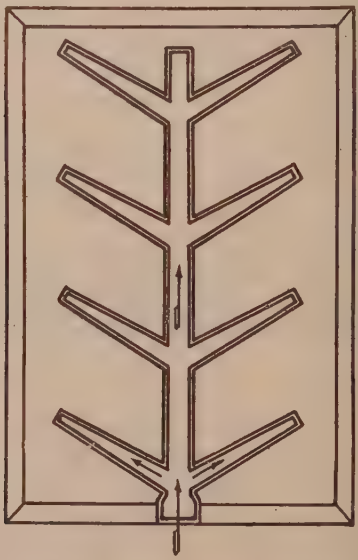

FIGURE No. 38.—Schematic Drawing of Crowfoot Distributor for Intermittent Filter.

troughs, to a depth of about three inches or less and passes down through the filter where it undergoes nitrification and is rendered more stable.

Occasionally, a filter will clog and filtration will be interfered with by the matting of the surface of the sand. When this happens the surface of the filter should be thoroughly raked or even spaded. If the camp is operated

during the winter in climates where freezing is apt to occur, the surface of the filter should be ploughed into furrows. On a furrowed filter the sewage is applied underneath the ice which forms over the furrows.

It is better to have several small filters than one large one, so that there will be a longer resting period. Thus, approximately 3,000 square feet of filter surface would be required for the effluent from septic tanks in which the sewage for 50 persons is treated. A rectangular filter bed 40 by 75 feet would provide the necessary surface but more efficient service will be obtained from two beds thirty by fifty feet each or three beds twenty by fifty each. The small rectangular bed also has the advantage that the under-drains can be placed one on each side and it is also much easier to secure an even distribution of the sewage on the surface of a small bed.

Intermittent filter beds will give rise to a certain amount of odor, particularly in rainy weather. For this reason the filter should be located 500 feet or more away from the nearest camp or house and on the side opposite to the prevailing winds.

The effluent from an intermittent filter may be discharged into a stream, an open ditch, or a number of such ditches (broad irrigation). If several filter beds are installed the under-drains from each may discharge into a main drain which in turn carries the effluent to the stream or other point of ultimate disposal. If the septic tank and filter are properly operated, the effluent is not apt to produce a nuisance.

Disposal by Dilution. The effluent from a septic tank can be disposed of by dilution in the same manner as raw sewage. (See page 392.)

Cesspools. The disposal of raw or treated sewage in a cesspool is, in general, a very undesirable method for camp use. In practice the cesspool usually functions in an unsatisfactory manner and is decidedly insanitary. If a porous soil is available which will readily absorb the liquid a modified form of a leeching cesspool, as shown in Figure No. 39, will give satisfactory service. This type is known as a subsurface sewage filter, and consists of a circular pit containing broken stone over which is a layer of sand. Lines of open joint tile carry the filtered

sewage into the adjacent soil where it is absorbed. The pit has dry masonry walls, and an earthen floor.

Disposal of Urine. Urinals should be placed in all toilets or privies used by men and boys and will be found to be of great assistance in preventing the soiling of the seats and in keeping the toilet in a sanitary condition. The

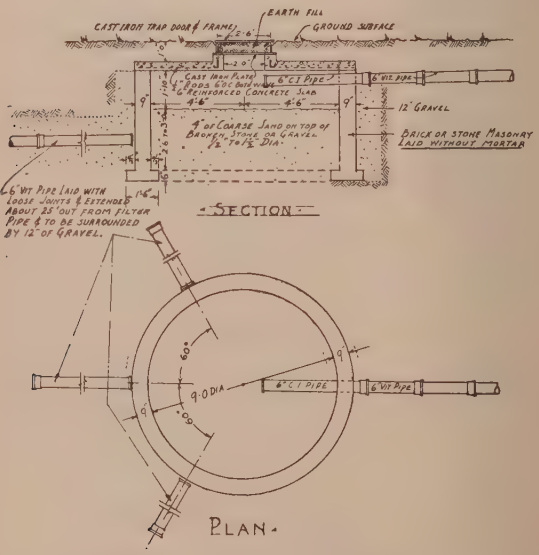
EARTH FILL
CAST IRON TRAP DOOR & FRAME
GROUND SURFACE
CAST IRON PLATE
6" C.I PIPE
6" VIT PIPE
12" GRAVEL
BRICK OR STONE MASONRY LAID WITHOUT MORTAR
6" VIT PIPE LAID WITH LOOSE JOINTS & EXTENDED ABOUT 25' OUT FROM FILTER PIPE & TO BE SURROUNDED BY 12" OF GRAVEL.
SECTION
60°
9'-0" DIA
6" C.I PIPE
6" VIT PIPE
PLAN

FIGURE No. 39.—Subsurface Sewage Filter.

urinal may consist of a simple trough, as shown in Figure No. 40, or one of the more elaborate wall types may be installed. If the sanitary privy is used it will be found more satisfactory to separate as much of the urine as possible from the feces by means of a urinal connected with a soakage pit.

If for any reason a soakage pit cannot be used in connection with a sanitary privy, and the feces are to be

burned or buried, the urine should be collected in one or more receptacles (pails) separate from the feces, as urine interferes markedly with the incineration of feces and also increases the difficulty incident to burial in trenches or pits.

The urinal in a L. R. S. privy should drain into the liquefying tank. (Figure No. 19.) In the pit privy the urinal, as a rule, empties directly into the pit (Figure No. 24), or it may, in the case of water-tight vaults, be connected with a soakage pit. Where flush toilets are used the urinals are connected with the sewer.

Soakage Pits. A very efficient soakage pit consists of a pit from four to eight feet square by four to ten feet deep, filled with broken rock to within six to twelve inches

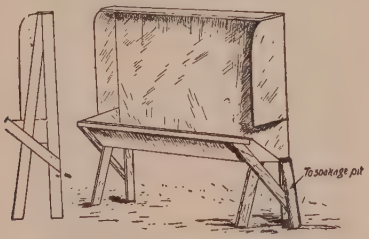

FIGURE No. 40.—Urinal for Use in Connection with the Soakage Pit or Privy.

of the top (Figure No. 41). Above the rock is placed a layer of straw, matting, or burlap, and the pit is then filled to the top with sand. The urine is carried in a pipe from the urinal or from a number of urinals into the pit a few inches below the sand layer. The urine passes out of the pit into the adjacent ground. The soil surrounding the pit must be capable of absorbing the urine, as a soakage pit will not function properly in impermeable soil such as clay. In suitable soil a soakage pit, if not overloaded, will care for the urine for an indefinite period without creating a nuisance.

Sanitation of Toilet and Privy Buildings. All toilet or privy buildings should be kept scrupulously clean. Toilet paper should be provided and the use of newspapers or

other materials in lieu of toilet paper should be strictly forbidden. The floors should be swept daily and the walls cleaned at frequent intervals. Privy seats, the exterior of the privy boxes, and toilet bowls should be scrubbed with hot water and soap several times each week. Urinals should likewise be thoroughly scrubbed at frequent intervals. If wooden urinal troughs are used they can be deodorized by painting with a solution of cresol.

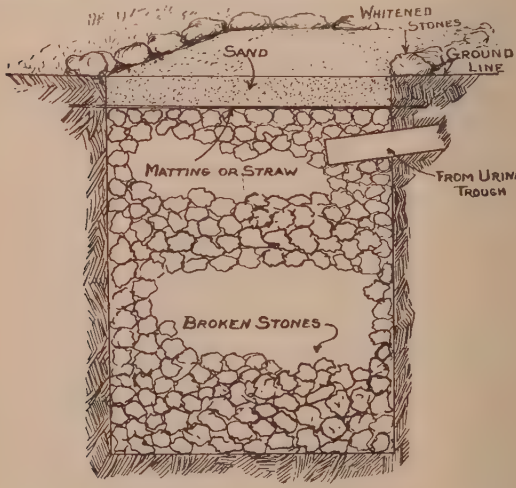

FIGURE No. 41.—Urine Soakage Pit.

Privy and toilet buildings should be adequately lighted by means of windows and artificial lights should be provided for use at night.

Good sanitary conditions are much easier to maintain if both the interior and the exterior of the buildings are painted.

Where the campers are of both sexes, the privies and toilets intended for each sex should be plainly labeled with painted signs.

Disposal of Bath Water. Where a water carriage sewerage system is in use the bath water is carried away by the sewers and disposed of with other sewage, either by dilution or in a septic tank. If this method cannot be used then the bath water can be removed by drains leading to a subsurface irrigation field, or a soakage pit. If conditions permit, the bath water may be discharged directly to a stream or allowed to flow in open ditches until absorbed by the soil. While bath water is not very putrescible it will create a nuisance if not promptly removed.

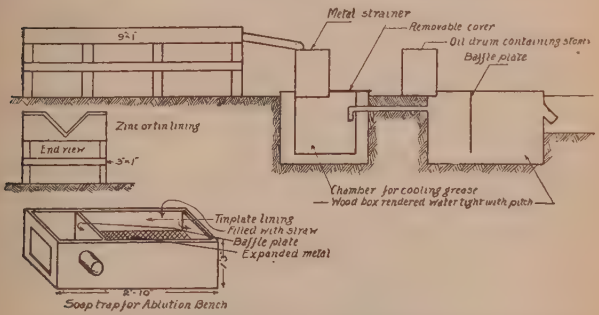

FIGURE No. 42.—Ablution Bench and Method of Disposing of Wash Water. Water from the Baffle Tank is Allowed to Run Into a Soakage Pit, Absorption Field or Ditch.

Wash water from lavatories or ablution stands is similar to bath water but, as a rule, contains more soap, and consequently should be passed through a grease trap. A disposal system for wash water is shown in Figure No. 42.

Disposal of Liquid Kitchen Wastes. The cooking water, dish water and other liquids from the kitchen always contain a considerable amount of organic material which is putrescible and will constitute a nuisance if allowed to accumulate. The difficulties of disposal are increased by the large grease and soap content, but if the greater proportion of these substances is removed, kitchen wastes can then be disposed of in much the same manner as bath water, either by draining into a sewer, by subsurface irrigation, or by means of a soakage pit. It is not advis-

able to dispose of kitchen wastes in open ditches unless these are well removed from the vicinity of buildings or tents.

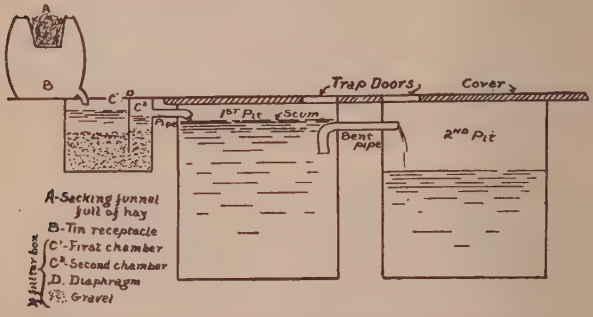

FIGURE No. 43.—Sketch of Grease Trap and Soakage Pits for Kitchen Wastes. The Débris Removed by A. The Grease Cools and Solidifies in the First and Second Chambers.

A simple grease trap consists of a container filled with straw or a similar material through which the greasy liquid

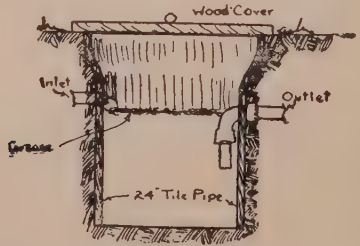

FIGURE No. 44.—A Grease Trap Made of 24-inch Tile. The Warm Kitchen Wastes Enter at the Inlet and Remain in the Trap Long Enough to Cool. The Grease Solidifies and Raises to the Surface and the Liquids Drain Out at the Outlet. (New Jersey State Health Department.)

is filtered into a small cooling tank where the water is retained for a short time. (Figures No. 43 and 44.) The cooling tank has the inlet near the top and the outlet well

below the surface of the liquid. As the water passes through the cooling tank the grease solidifies, rises to the surface and can be skimmed off and burned or buried. A portion of the grease is retained by the filtering material which is removed at intervals and burned.

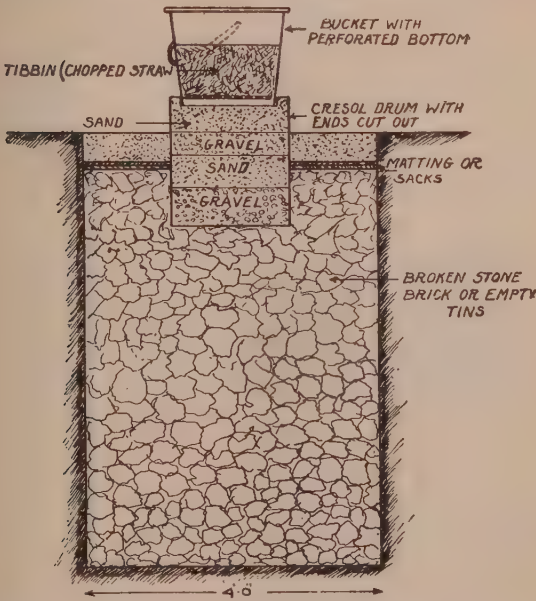

FIGURE No. 45.—Soakage Pit for the Disposal of Kitchen Wastes. The Débris and a Part of the Grease is Retained by the Straw, Gravel and Sand in the Upper Compartments. The Soil, Straw, Gravel, and Sand can be Removed at Intervals and Replaced with Clean Material.

Grease tends to clog the soil surrounding a soakage pit or underground tiles, and thus interferes with absorption. It will also decrease the efficiency of a septic tank. All kitchen fixtures which drain into a septic tank, soakage pit, or subsurface irrigation field should be equipped with

grease traps. If the kitchen wastes are poured directly into a soakage pit a grease pit can be placed on top of the pit. (Figure No. 45.)

Disposal of Garbage, Rubbish and Manure. Decomposing garbage is malodorous and unsightly, and accessible garbage serves to attract flies to the vicinity of kitchens and dining rooms. For these reasons, arrangements must be made for the suitable disposal of camp garbage.

Garbage should be collected in galvanized iron cans or buckets having well-fitting covers. Ordinarily, it is advisable to separate the edible from the non-edible garbage, placing the former in one can while such material as papers, coffee grounds, egg shells, etc., are deposited in another can. The edible garbage can then, as a rule, be given away or possibly sold to farmers for hog feed.

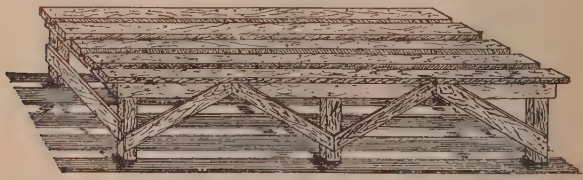

FIGURE No. 46.—Stand for Garbage Cans so Constructed that It can be Easily Cleaned. If Flies are Prevalent this Stand Should be Within a Screened Inclosure.

Each garbage can should have a painted label stating the kind of garbage to be deposited therein. Garbage cans may be painted white, but should not be whitewashed. The cans should be placed on stands (Figure No. 46), and where a large number of cans are used, or where flies are prevalent, these stands should be within a screened inclosure. Garbage cans should be emptied daily, or at least three times a week. The contents should not be removed from the cans at the stand but the full cans should be hauled to the place of disposal and there emptied, so as to avoid spilling the garbage near the kitchens. If garbage wagons are used they should be water-tight to obviate leakage, and any garbage spilled on the ground while the cans are being emptied should be immediately removed. When emptied, the cans should be thoroughly

washed and either scalded, or scrubbed with water containing lye.

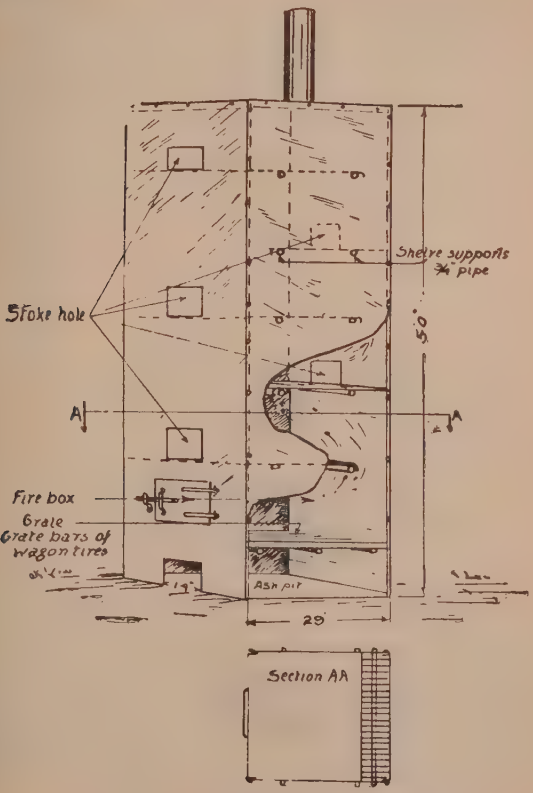

FIGURE NO. 47.—Multiple Shelf Garbage Incinerator.

Incineration. Incineration offers the most practical method by which garbage can be destroyed. A large

number of garbage incinerators have been devised, the principal object being that of obtaining as much heat as possible with a small amount of fuel.

The Williamson Multiple Shelf Incinerator. The Williamson multiple shelf incinerator renders satisfactory service with a minimum amount of fuel. (Figure No. 47.) It is made of 16-inch gauge black sheet iron and is about five feet high by two or two and a half feet

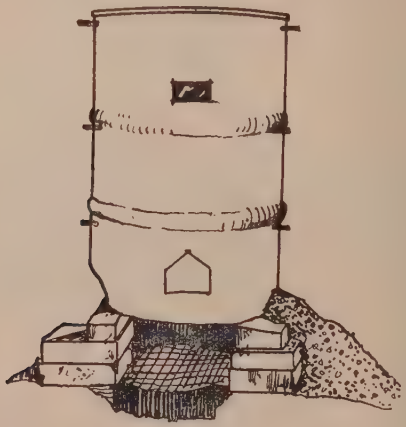

FIGURE No. 48.—Multiple Shelf Incinerator, Barrel Type.

square. Inside is a grate over an ash pit, and above the grate are six shelves arranged as shown in Figure No. 47. The grate is made of three-eighth-inch pipe or iron bars laid one-quarter inch apart, so that the dried garbage will not fall between them. The shelves are supported by iron bars, which together with the grate serve to hold the walls of the incinerator in position. Just above the attached end of each shelf is a stoke hole.

To start a Williamson incinerator the garbage is emptied through the top of the apparatus onto the upper shelf and pushed down onto the lower shelves by means of a bar or

stick inserted through the stoke holes above each shelf. When loaded, about one and one-half or two inches of garbage should be on each shelf. A fire is then started on the grate and the heat passes up under and around the ends of shelves drying out the garbage. Eventually, the garbage on the lower shelf begins to burn and should then be pushed off into the fire on the grate. The garbage on the upper shelves is then moved down one shelf and more garbage emptied through the top onto the upper shelf. This process is repeated as long as garbage is at hand to be burned, the garbage itself constituting the greater part of the fuel required for the operation of the incinerator.

FIGURE No. 47.—Rock Pile Cross Garbage Incinerator. (War Department Document No. 897.)

The fire should be no hotter than necessary, in order to avoid buckling of the shelves. Only dry garbage is to be pushed down into the fire, as wet material will extinguish it. After it has been started, a small quantity of wood every hour or so will suffice to keep the fire going.

A smaller and cheaper multiple shelf incinerator can be made from an empty steel oil drum. (Figure No. 48.) If properly operated it will care for the garbage produced by 100 persons.

Rock Pile Cross Incinerator. A rock pile cross incinerator consists of two intersecting walls of rocks which slope upwards to form an apex at the center. Loose rocks are piled in the angles to form an inclined plane toward the apex. (Figures No. 49 and 50.)

In the operation of a rock pile cross incinerator, a fire is started in the angle opposite to the direction from which the wind is blowing. An upward draft is produced and

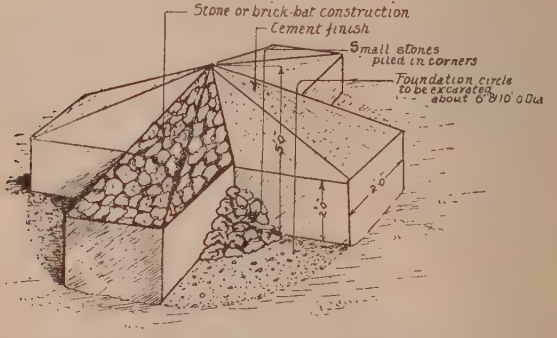
Stone or brick-bat construction
Cement finish
Small stones piled in corners
Foundation circle to be excavated about 6' 8" 10' 0" Dia

FIGURE No. 50.—Rock Pile Cross Garbage Incinerator with Cement Finish.

FIGURE No. 51.—Cross Trench Incinerator, Caldwell Type.

the wind does not interfere with the operation of the incinerator. The garbage is burned by spreading it over the fire and the hot rocks. The many loose rocks assist

in drying the semi-liquid garbage and the liquids are evaporated by pouring over the hot rocks.

The Caldwell Incinerator. An incinerator similar in principle to the rock pile cross type, known as the Caldwell incinerator, can be made by digging two trenches about ten feet long and ten to twelve inches wide, which bisect each other at the center. (Figure No. 51.) The trenches are shallow at each end, the depth increasing gradually to about sixteen inches at the center. Boards supporting a wooden flour or sugar barrel are placed over the point of bisection. The barrel is covered with several

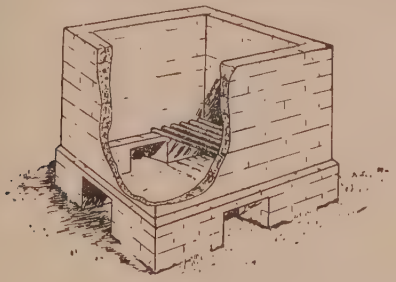

FIGURE No. 52.—Garbage Incinerator Constructed of Masonry or Rock with Grate Made of Iron Rods or Pipe. A Fire Opening is Placed in Each of the Four Sides to be Used According to the Direction of the Wind. The Openings Not in Use Are Plugged with Earth.

inches of lightly packed clay or other earth. A fire is built under the barrel, burning it out and eventually leaving a hard core of baked clay or earth. To operate the incinerator a fire is built under the core and three of the openings plugged with earth and one left open, the position of the latter depending upon the direction of the wind. Garbage is then introduced through the top of the core. If properly operated this incinerator will handle the garbage for one hundred people.

The Rock Pile Grate Incinerator. The rock pile grate incinerator (Figure No. 52) is made by building four walls of rock or masonry and placing therein a grate of iron pipe or rods. In each wall below the grate is a fire

opening. When in use three of the fire openings are plugged with earth, the one on the leeward side being left open. It is operated in the same manner as the Caldwell incinerator.

The rock pile cross, the Caldwell, and the rock pile grate incinerators all require a considerable amount of fuel and must be skilfully operated. They can be recommended only for temporary camps or when the more elaborate types cannot be installed.

Burial of Garbage. Garbage may be disposed of by burying in a pit located at some point well removed from inhabited buildings or tents. No other wastes should be buried with the garbage. From time to time the contents of the pit should be sprinkled with calcium hypochlorite. When garbage accumulates to within eighteen inches of the top, the pit is filled with well-tamped earth.

Disposal of Rubbish. Camp rubbish usually consists of paper, sticks, fruit skins, tin cans, and small débris of all kinds. Receptacles for rubbish should be placed about the camp in convenient places. The closed type made of metal or wood and with a swinging lid are far more satisfactory than those made of wire. The latter soon become battered and when partly filled with papers, fruit skins, etc., are very unsightly.

If a garbage incinerator is available, the rubbish which can be burned may be destroyed along with the garbage. Otherwise, a small closed incinerator can be built for this purpose. If burned in an open fire, the papers tend to blow about the grounds.

Tin cans should be first burned and then flattened with a maul. The flattened cans can be sold, given away, or buried.

Under suitable conditions rubbish and garbage can be satisfactorily disposed of by dumping in selected locations. An isolated ravine or hillside may be used for a dumping ground and the material allowed to rot. If feasible, the garbage and rubbish on the dump should be covered with earth.

Disposal of Manure. In a camp where horses or cattle are kept the manure must be disposed of in a manner which will prevent fly breeding. The most satisfactory method is that of giving or selling the manure to nearby farmers

for use as fertilizer. Small quantities of manure can be burned in a garbage or feces incinerator, or placed in windrows and burned. Crude oil may be used to assist in burning the manure.

In warm-dry weather manure may be spread in a thin layer on the bare earth where it will be quickly dried by the sun. Flies will not breed in dry manure.

Horse manure, or cow manure when well mixed with straw, may be composted by dumping it in a pile about three feet high and five feet wide at the base. The manure is firmly packed and covered with six inches of tamped earth. The edges of the pile and the ground around the edge of the pile to the width of one foot should be sprayed by a solution of borax (4 ounces to the gallon) using about a quart for every square foot. If borax is not available the ground upon which the manure is to be piled, and a margin of one foot beyond the edges of the pile, should be soaked with crude oil. The composted manure ferments and produces sufficient heat to kill all the fly larvae while the covering of earth prevents the deposit of eggs by flies. The borax or the oil will kill the few larvae that escape from the edges of the stack.

Protection of the Food Supply

Food may become one of the principal means of transmitting disease and every effort should be made to handle and prepare the food in such a manner that all danger of contamination is obviated.

Filth provides the breeding place for and is the natural habitat of the common house fly. It is an established fact that the bodies and feet of flies which have been in contact with human excrement frequently are coated with material containing disease-producing germs. When these insects walk or feed upon the food of man the germs are transferred to the food and may cause disease. All windows and doors of kitchens and dining rooms should be screened to exclude flies. Despite the use of screens a few flies will gain entrance and these can be eradicated by the use of traps, fly swatters and fly paper.

Dishes and eating utensils are easily contaminated and the germs of respiratory disease can be transmitted by apparently clean but unsterilized dishes. When used in

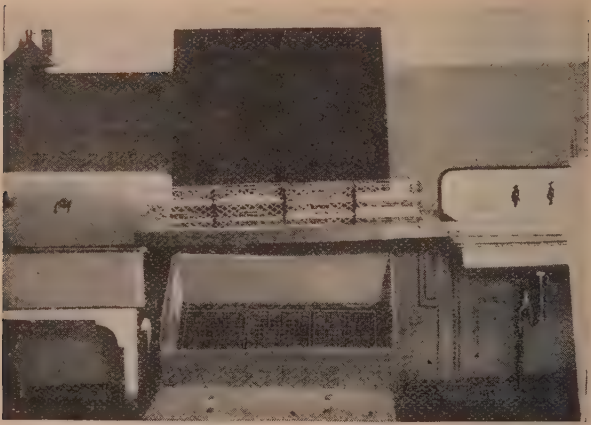

FIGURE NO. 53.—Wire Baskets for Immersing Dishes in Boiling Water.

FIGURE NO. 54.—Wire Baskets Filled with Dishes. After Boiling, the Dishes Are Allowed to Remain in the Baskets Until Dry.

common all tableware should be sterilized after each meal. Sterilization is accomplished by thorough washing followed by boiling for at least ten minutes and air drying. Dishes can be conveniently boiled by placing them in baskets similar to those shown in Figure No. 53 and immersing in boiling water in a suitable covered container. After boiling for ten to fifteen minutes the baskets are removed from the water by means of hooks or cords and the dishes allowed to drain and dry without further handling. (Figure No. 54.) If baskets are not available dishes can be boiled in any large container, drained and dried without wiping. Dish cloths should never be employed for drying dishes when their use can be avoided.

Ice boxes used for storing food should be thoroughly cleaned at least twice each week. Vegetable bins, flour bins, bread boxes or cabinets, and meat safes should be fly and rodent proof and kept clean at all times. In Figure No. 55 are shown types of fly-proof boxes for the temporary storing of food materials.

All tables, sinks and meat-cutting blocks should be kept scrupulously clean. Where uncovered dining tables are used the cracks between the boards soon become filled with food particles which are difficult to remove without taking the table top apart. Provision should be made for this contingency by so constructing the tables that alternate boards can be easily removed. The meat-cutting block should be of the knockdown type that can be taken apart and cleaned. (Figure No. 56.)

All persons who are to handle the food in any way should be examined for evidences of contagious disease, particularly respiratory and intestinal disease, before being allowed to begin work. Specimens of the feces and urine should be sent to the nearest board of health laboratory to be bacteriologically examined for the presence of the germs of typhoid fever or dysentery. Occasionally otherwise healthy people discharge the germs of typhoid fever in their feces and urine, and such individuals are known as typhoid carriers. One food handler who is a typhoid carrier can create havoc among a group of persons susceptible to typhoid fever.

A high standard of personal cleanliness should be demanded of all persons who work in the kitchen or dining

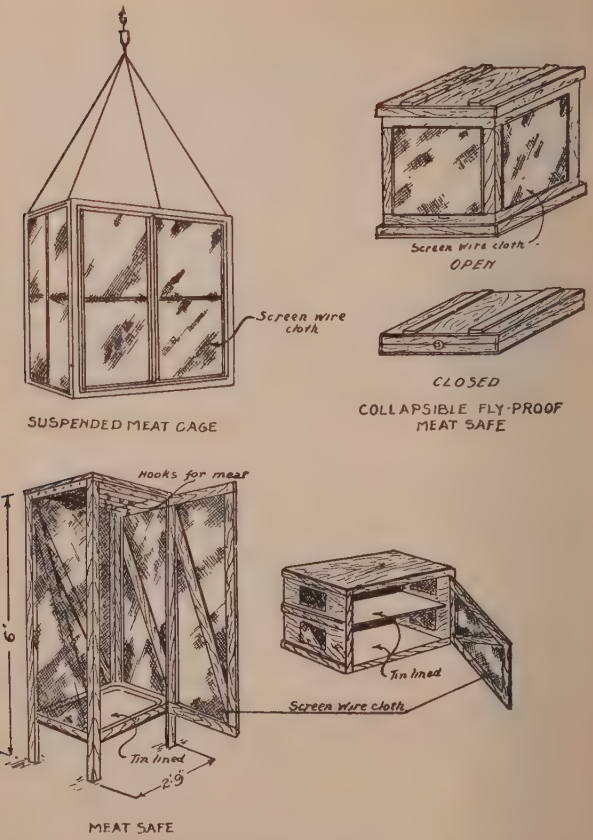

FIGURE No. 55.—Screened Food Containers for the Temporary Storing of Meats and Other Food Materials.

room, regardless of whether they are paid employees or voluntary workers. White, clean clothing should be worn by all food handlers. The finger nails should be trimmed short and kept clean. The hands must be thoroughly washed with hot water and soap after visiting the toilet.

Food materials should be protected from dust, dirty hands, and flies while in transit from the point of purchase to the kitchens. Unbroken packages should be utilized wherever practicable. Meat purchased in quarters or fairly large quantities should be wrapped in cloth or heavy paper. Bread should be delivered in covered baskets or clean sacks.

Only government inspected meats should be used, or if killed locally it must be known that the animals were healthy and that the meat has been subsequently handled in a sanitary manner.

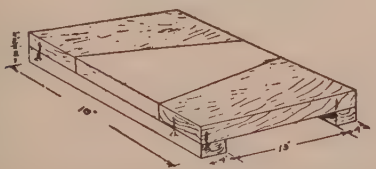

FIGURE No. 56½—Knock-down Meat Block which Can be taken Apart and Cleaned.

Vegetables or fruits are not infrequently subjected to insanitary conditions and consequent contamination prior to delivery to the consumer, and any which are to be eaten raw must be thoroughly washed in clean water before serving.

The Milk Supply. If a dairy is operated by the camp, the milk must be produced under sanitary conditions if the transmission of disease is to be prevented, as milk is an ideal medium for the growth of disease-producing germs and is easily contaminated. Only tuberculin tested cows should be purchased and if the herd is maintained from year to year these tests should be made every six or twelve months. In most states the state health department will provide for the testing of cows for tuberculosis.

The stables should be airy, light, clean and as dust free as possible. The udder and flanks of the cows should be wiped with a damp cloth just prior to milking in order to prevent dust and dirt from falling into the milk pail. The milkers should be provided with clean outer clothing each day. Their hands must be clean. No person with an infectious disease, especially respiratory or intestinal infections, should be permitted to milk the cows or to handle the milk. The milk should be poured from the milk pail through two or more layers of muslin into a clean milk can, and immediately cooled to 50°F. or less and kept at that temperature until used.

Milk pails, milk cans, or other containers should be thoroughly washed and scalded with boiling water after use.

Where milk is purchased it should be obtained only from dairies which produce and deliver it in accordance with recognized sanitary precautions. If the dairy is not under the control of, and regularly inspected by, a local health department, samples of the milk as delivered should be sent at bi-weekly intervals to the nearest board of health laboratory for chemical and bacteriological analysis. If possible, only dairies with herds certified to be free from tuberculosis should be patronized. Milk obtained from questionable sources should be pasteurized by heating it to a temperature of 65°C. (149°F.) for 30 minutes, followed by rapid cooling.

If a reasonably pure milk cannot be obtained, or if an impure milk cannot be pasteurized after delivery at the camp, it is better to use evaporated milk, as polluted milk or milk produced under insanitary conditions is always dangerous to health.

Baths

Ample bathing facilities are essential for any camp. These may take the form of bathing beaches, either fresh or salt water, or an artificial swimming pool. In most camps, however, shower baths must be provided even though swimming pools and bathing beaches are available. Bath tubs are not commonly used nor are they necessary for camp life.

Shower Baths. At least one shower head should be

installed for every ten to fifteen persons. The baths for women or girls should have the shower head placed at the side about five feet from the floor and projected downward at an angle of forty-five degrees in order to prevent wetting of the hair. One type of a shower bathhouse is shown in Figure No. 57.

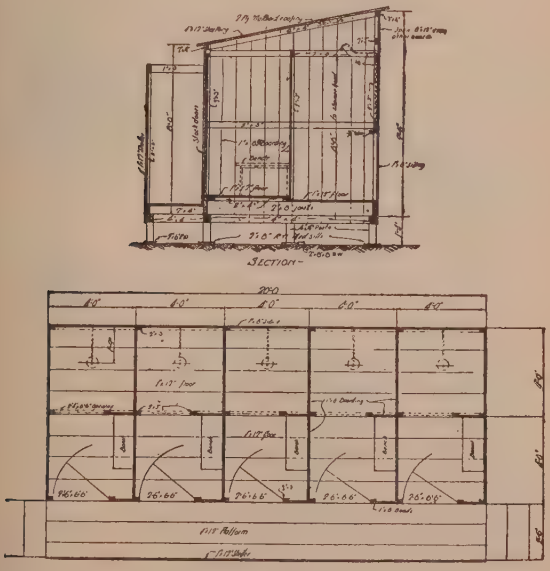

FIGURE No. 57.—A Five-Shower Bathhouse. (Commission of Immigration and Housing of California.)

Where water under pressure is available it may be heated in the ordinary way by furnace or stove or an improvised heater can be constructed as shown in Figure No. 58.

Where water under pressure is not at hand, shower

baths can be connected with cold-water tanks and hot-water heaters so placed as to supply the baths by gravity.

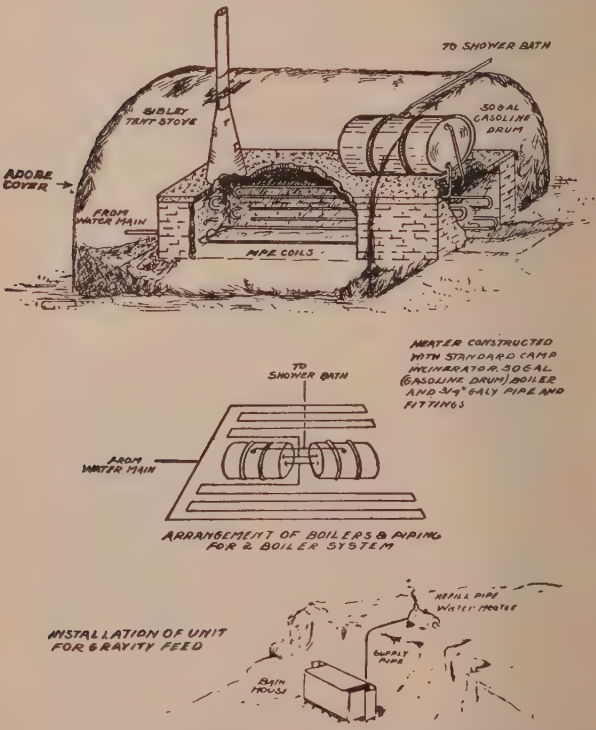
TO SHOWER BATH
BIBLEY TENT STOVE
50 GAL GASOLINE DRUM
ADOBE COVER
FROM WATER MAIN
PIPE COILS
HEATER CONSTRUCTED WITH STANDARD CAMP INCINERATOR. 50 GAL (GASOLINE DRUM) BOILER AND 3/4" GALV PIPE AND FITTINGS
TO SHOWER BATH
FROM WATER MAIN
ARRANGEMENT OF BOILERS & PIPING FOR 2 BOILER SYSTEM
INSTALLATION OF UNIT FOR GRAVITY FEED
REFILL PIPE
WATER HEATER
SUPPLY PIPE
BATH HOUSE

FIGURE No. 58.—Saville Water Heater Designed for Heating Water for Shower Baths.

Figures No. 59 and 60 show types of makeshift shower baths which may be used when a more permanent kind can not be installed.

Swimming Pools. The sanitation of artificial pools or swimming tanks offers many difficulties. Ideally the water should conform to the standards of purity for drinking water, but this requirement can be met only by the ex-

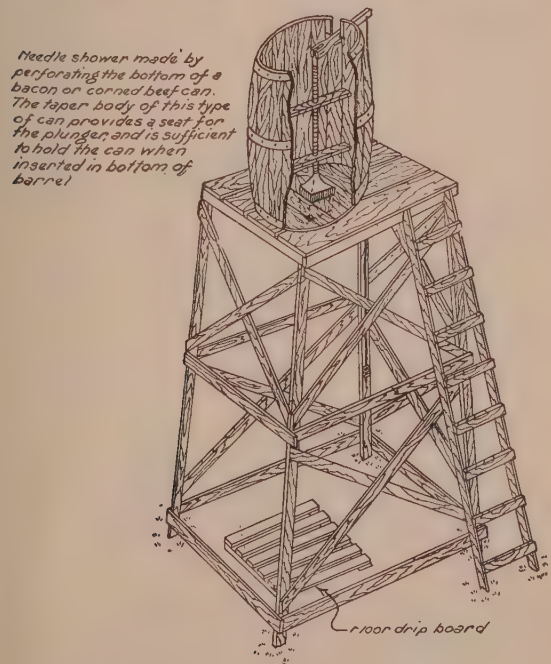
Needle shower made by perforating the bottom of a bacon or corned beef can. The taper body of this type of can provides a seat for the plunger, and is sufficient to hold the can when inserted in bottom of barrel
Floor drip board

FIGURE No. 59.—Improvised Shower Bath.

penditure of a comparatively large sum of money. However, certain basic sanitary principles can and should be observed in the construction and operation of swimming pools. Unless there is a continuous flow of a considerable volume of water the pool should be built so as to facilitate

drainage and cleaning. The walls and bottom should be smooth enough to permit scrubbing.

The water in the pool can be purified in several ways, but the most effective method is by refiltration which is, however, expensive and necessitates the employment of skilled labor. Refiltration is accomplished by circulating the water continuously through a sand filter, usually of

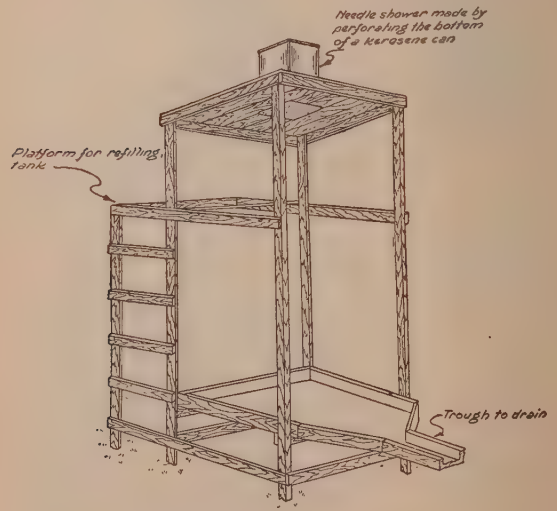

FIGURE No. 60.—Improvised Shower Bath.

the pressure type, by means of a pump. Where refiltration is followed by chlorination the purity of swimming-pool water can be made equal to that required for drinking-water, provided the bathing load is not too great.

Where refiltration is impracticable, and it usually is in camps, proper chlorination in connection with other measures will prevent too great a pollution of the water. The chlorine is added to the water at frequent intervals in such amounts as will cause a trace of free chlorine to

be present at all times as indicated by the starch-iodine or orthotolidin test. (Page No. 363.) Liquid chlorine may be used, but as a rule, a solution of calcium hypochlorite will be found to be more satisfactory because of the ease of application.

After the pool has been filled, the initial chlorination is performed by adding calcium hypochlorite at the rate of two and one-half pounds per 100,000 gallons of water. The hypochlorite may be applied by placing the required amount in a bag of double gauze or cheese cloth which is attached to a weight and pulled back and forth through the water by means of a pole or cord until all the calcium hypochlorite is dissolved. If desired, a solution of the calcium hypochlorite can be made and sprinkled over the surface of the pool.

If bathers use the pool for a considerable time, tests for free chlorine should be made at hourly intervals and additional hypochlorite added whenever indicated by the absence of free chlorine in the water. A moderate excess of chlorine is harmless and will produce no discomfort except that at times a slight and temporary irritation of the eyes will be noticed.

Two methods of renewing the water in a swimming pool may be utilized, i.e., dilution, or emptying and refilling. By dilution a portion of the water is removed and replaced by a fresh supply. This serves to dilute the pollution in the pool, and according to the degree of dilution is effective in eliminating contamination. Completely emptying and refilling the pool at regular intervals is, on the whole, a more satisfactory measure than dilution, as it affords an opportunity for scrubbing or sunning the bottom and walls of the pool. Every time the pool is emptied it should be scrubbed or hosed out, and if out of doors it should be sunned for a few hours before refilling. The pool should be emptied when the turbidity reaches a point where it interferes with the action of the chlorine and in any event at least twice each week.

Any swimming pool is in reality a common bath tub. Diseases are transmitted by contaminated swimming-pool water, and in view of this, every effort should be made to prevent the carrying of infection into the pool. No person known to have a contagious disease, or who presents

suspicious symptoms, should be allowed to enter the pool, and this applies to those having common colds as well as to those afflicted with more serious conditions. All bathers should be required to take a soap shower bath prior to entering the pool, and the shower baths for that purpose should be installed adjacent to the pool.

Expectoration into the pool should be strictly prohibited and troughs or other receptacles should be placed at the edge of the pool to receive the secretions from the nose and mouth.

Sleeping Quarters

Every camper spends approximately a third of his time in camp in bed, and it is therefore of paramount importance that the environment in which he passes such a large proportion of the time be conducive to health and comfort. Regardless of whether tents or buildings are used for sleeping quarters, sufficient air space and adequate ventilation should be provided. The relationship between the ventilation of sleeping quarters and the air space and floor space provided for each occupant is such that one cannot be considered to the exclusion of the other two.

The human body is constantly giving off moisture which in a confined space and in the absence of sufficient ventilation serves to increase the relative humidity of the air and thereby produce conditions which are injurious to health. Ventilation produces an exchange between the inside and outside air which tends to reduce the relative humidity of the former towards that of the latter. Many different types of ventilators and methods of ventilation have been devised, such as ridge pole ventilators and air shafts of various kinds, all being designed to produce inward and outward currents of air. Good ventilation can be produced in buildings by the intelligent use of doors and windows, and in tents by means of windows in the sides, flaps at the end, and possibly ridge pole or center pole ventilators. Whatever method is used it must be remembered that the object of ventilation is to maintain the same relative humidity of the inside air as obtains in the outside atmosphere.

Each individual must be furnished sufficient air space so that the available ventilation will serve to prevent an

undue rise in the relative humidity of the air. The smaller the air space the better the ventilation must be if the relative humidity is to be maintained at the proper level. In the presence of poor ventilation, sluggish air movement, or high relative humidity of the outside air a larger air space will be required for each individual than when the opposite conditions prevail.

A great many observations have shown that each occupant of a building or tent under the average conditions should have not less than five hundred cubic feet of air space. Where ceilings are more than ten feet high the space above the ten-foot level is not included in calculating the air space. With a ceiling ten feet or more in height fifty square feet of floor space would be required for each individual and with the ceilings lower than ten feet the amount of floor space should be increased accordingly.

While it is very desirable that sleeping quarters be so arranged that each occupant will have fifty square feet of floor space, nevertheless it is at times impracticable to meet this requirement. The ordinary cot requires about 15 square feet of floor space so that, considering only the space required for the beds and the movements of the occupant in going to and from his bed, the floor space per person will range from twenty square feet upward. Good ventilation should be provided under any circumstances but when the floor space per person is reduced to below forty square feet, it is essential that the movements of the air throughout the room or tent are such that the inside air is practically the same as that on the outside. If extraordinary care is devoted to the ventilation it is possible to maintain healthful conditions in crowded sleeping quarters even where only twenty to twenty-five square feet is allotted to each occupant.

The use of double deck bunks should be avoided, if possible, and wherever used, the tiers (standees) should be placed away from the walls of the building or tent in order that there may be free circulation of air on all sides.

Where beds are placed side by side the head and foot arrangement should be practiced whenever there is less than one hundred square feet of floor space per person. That is, the head of each bed is opposite the foot of the

bed on either side. The greater the distance separating the heads of the sleepers the less danger there is of direct transmission of massive doses of air-borne germs of respiratory diseases.

Weather permitting, the walls of tents should be rolled every day so that the interior is thoroughly aired or sunned. If buildings are used as sleeping quarters, the bedding should be taken out of doors and sunned twice each week.

Insect Control

Flies. Measures for the eradication or control of flies consist of the elimination of breeding places, destruction of the adult fly, and preventing the access of the fly to the habitations, or to the food, of man. The house-fly breeds habitually in feces, preferably horse manure. Flies

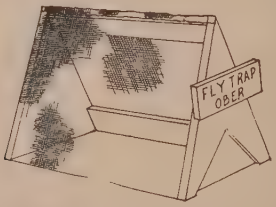

FIGURE No. 61.—The Ober Fly Trap with One Small Triangle Fastened with Wooden Buttons. (War Department: Document No. 897.)

can, therefore, be greatly reduced in numbers by the disposal of excreta in such a manner as either to prevent the female fly from reaching it or so as to destroy the eggs or the larvae. The methods of disposing of human excreta and manure have been described under disposal of wastes.

Three methods of destroying the adult fly are in common use: by traps; by fly-paper, or by poison. Of these methods, trapping has been found to be the most effective for camp use, although usually more than one measure is employed.

Fly-traps are of various forms and sizes. The Ober fly-trap, as shown in Figures No. 61 and 62, is a very good model as in addition to being a very effective trap, it has the advantage that it is inexpensive and can be very

quickly and easily constructed. Two triangles are made from a 12-inch board and a small triangle is cut from the base of each of the larger triangles. The larger triangles are connected by three light sticks of any desired length, usually about 18 inches. The screening is tacked to the small triangle at the junction of one of the sides and the

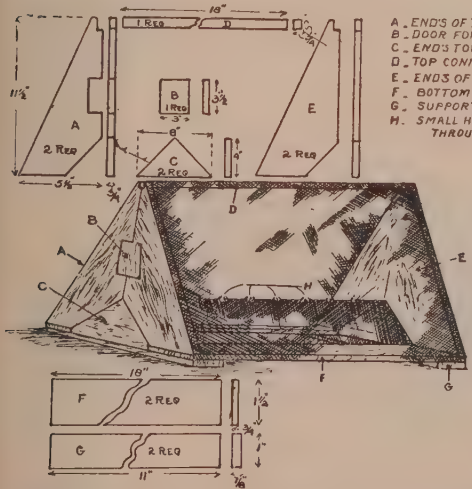

FIGURE No. 62.—Details of the Ober Fly Trap. A Door is Shown at B through Which the Flies can be Removed After the Trap has Been Immersed in Water or Flamed.

base. It is then fastened over the apex of the small triangle and down the other side to the corner of base and side, from where it is carried around the large triangle back to the starting point. Both ends of the trap are constructed in this manner and one of the small triangles is then nailed back into place, the other being fastened to the larger triangle with wooden buttons to facilitate the removal of the flies. In some models both small triangles are nailed fast and a small door is made in one of the

larger triangles through which the flies can be removed from the trap. Small holes, each the size of a pencil, and about one inch apart, are punched through the fold of the screening which extends from the apex of one small triangle to the apex of the other. The trap is set on a level surface either on the ground or floor or on a stand two or three feet in height. (Figure No. 63.)

The bait is placed in a flat, shallow container under the trap and when the fly has finished feeding it will crawl up through the small holes in the screen into the

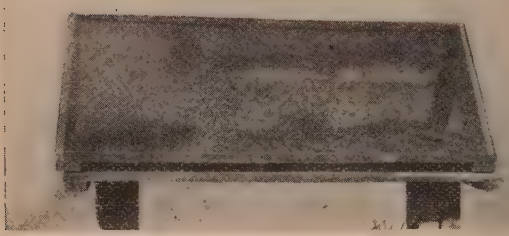

FIGURE No. 63.—Ober Fly Trap Containing Many Flies. The Bait Used Was Cornmeal, Molasses, Water, and Yeast.

main part of the trap. The trap can be emptied by first immersing in water or flaming, to kill the flies and then loosening the wooden buttons and slightly depressing the small triangle, or opening the small door. The flies will slide out when the other end is raised.

The most effective fly-baits consist of either putrefactive or fermentative substances. Putrefactive baits soon become so malodorous as to constitute a nuisance, but while fermentative baits have a distinct odor, it is not unpleasant. Of the latter the following have been found to be efficient:

(a) Bran, 11 ozs.
Corn meal, 5 ozs.
Syrup, 4 ozs.

Water, 1 pint.
(b) Over-ripe bananas and sour milk.
(c) Corn meal, 1 part
Molasses (syrup), 2 parts
Water, 5 parts.
Yeast (bakers), as needed to produce the necessary fermentation.

Of the putrefactive baits, fish heads, fish scraps, or canned salmon are the best. Traps should be placed in kitchens, around garbage cans, toilets, or wherever flies are numerous.

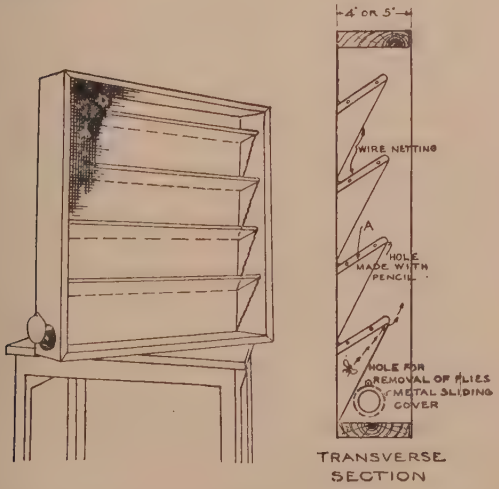

FIGURE 64.

The Hodge window-sash fly-trap, as shown in Figure No. 64, is quite efficient and has the advantage that no bait is required. Flies are attracted by light and this tendency is utilized in the operation of the Hodge-trap. A frame is made to fit the window opening and held in place by the sash coming down onto it or by fastening to

the side of the window opening. The frame is four to five inches in depth, covered on the outside by screening, while on the inside the screening is arranged in small triangles or pyramids, one above the other with the apices pointing upward and outward. At the apex of each triangle a small hole the size of a lead pencil is punched through the screening. The fly, in endeavoring to reach the light, enters the broad base of the triangle, and crawls upward through the hole in the screen. The flies are killed by flaming and removed through an opening with a sliding metal door in the lower part of the trap. Certain modifications of the Hodge-trap have no outside screen and the flies pass through the holes into the outer air. The Hodge-trap is most efficient when all the other windows and the doors of the room are darkened.

Fly-wire and Fly-paper. The sticky fly-mixture or fly-glue consist of ten parts of castor oil or linseed oil, eight parts of powdered resin, and one part of powdered acacia, by weight. The oil and the resin are brought to boil separately and then mixed and allowed to boil for fifteen minutes. The acacia is then slowly added, care being taken to prevent the mixture from boiling over. The proportion of the oil and resin should be varied according to the temperature and the consistency desired. When cool, this mixture is applied to wires with a brush. The glue adheres better to rusty than to smooth wire. Pieces of wire about eighteen inches long which have been treated in this manner are hung from the ceiling or other convenient places. Flies habitually tend to alight on hanging wire or strings and wires coated with fly-glue are, as a rule, more effective than fly-paper. The flies are wiped off with a cloth and the wire recoated with the glue.

Fly-paper can be made by coating paper with the fly-glue, but it will probably be much simpler to buy the ordinary fly-paper. Fly-paper is more efficient if placed in the form of an arch rather than flat:

Fly-poison. A safe poison can be made as follows:

Milk, ½ pint
40 per cent formaldehyde, 2½ teaspoonfuls
Sugar, 10 ozs.
Lime water sufficient to make one pint.

or

Sodium salicylate, 3 teaspoonfuls
Brown sugar, 1 or 2 teaspoonfuls
Water, 1 pint

The fly-poison is placed in a shallow dish, or an ordinary drinking glass is partly filled with the solution and inverted over a saucer or other flat dish lined with white blotting-paper. A small match stick is placed under the edge of glass and as the solution evaporates from the paper more flows out of the glass. Other fluids should be protected from flies so that they will be compelled to drink the poisoned solution.

Fly Swatters. Every camp in which flies are to be found should be liberally supplied with fly swatters, and the campers encouraged to use them.

Screening. The doors, windows, and other openings through which flies can gain entrance into a building should be screened. (See mosquito control).

Mosquito Control. The female mosquito is a blood-sucking insect which not only causes much discomfort but certain species are also capable of transmitting diseases. The anopheles mosquito serves as the carrier of the malaria parasite and the *Stegomyia fasciata* is the insect host for the germ of dengue (breakbone fever). The kinds of mosquitoes prevalent in the locality should be determined when the camp site is selected. This information can usually be obtained from local boards of health.

By proper anti-mosquito measures the adult mosquito is either destroyed or prevented from coming into contact with man, and her breeding places are eradicated or rendered unsuitable for the development of the larvae.

Screening. All doors and windows should be protected by metal screens having sixteen wires to the inch mesh. Occasionally, a mosquito, particularly the stegomyia, will succeed in passing a sixteen-to-the-inch mesh, but a finer mesh screen is apt to interfere with ventilation and should not be used unless the stegomyia mosquitoes are numerous. A fourteen-to-the-inch mesh will prevent the passage of the common house-fly, and can be used where mosquitoes are not prevalent. All screens should be carefully fitted and inspected at frequent intervals for holes or tears which should be immediately repaired.

Beds placed in tents should be equipped with mosquito netting (bars) arranged on racks so that the netting will not touch the sleeper. The net should be carefully examined each night for mosquitoes which might have gained access to the inside. Care should be exercised that the lower edge of the net is tucked in around the bed.

Treatment of Breeding Places. Wherever mosquitoes are present, active measures should be taken to prevent their breeding within the limits of the camp. The female deposits her eggs on the surface of water and from the eggs are developed the wigglers, or mosquito larvae. The treatment of breeding places, therefore, consists of removing the water, rendering it inaccessible to the adult insect, or the addition of substances which kill the larvae.

Cans or other vessels which will hold water should be removed or covered. All pools of standing water and marshy ground should be drained either by open ditches or subsurface tiling. The ditches should be so constructed that the formation of pools or puddles is prevented as these serve as ideal breeding places for mosquitoes. Water which cannot be removed by drainage, or otherwise, must be so treated that the larvae cannot survive. The most commonly used substance is an oil consisting of one part crude oil and one part kerosene. The oil is sprayed or poured on the surface of the water where it spreads out into a thin film preventing the development of the mosquito larvae. Ordinarily, the oil must be renewed every few days or at least once a week throughout the mosquito season.

A drip can affords a convenient method of oiling running water in small ditches or streams, and is easily made by punching a hole in the bottom of a five-gallon oil can, wrapping cloth or cotton around a nail just below the head and putting the nail through the hole from the inside of the can. (Figure No. 65.) The flow of oil can be regulated by pushing the nail down or pulling it up. The drip can is placed on a support spanning the ditch or stream and the oil is applied drop by drop to the surface of the water. If a drip can is properly placed and operated, a film of oil will be constantly maintained.

Destruction of the Adult Mosquito. The adult mosquito seeks to avoid direct sunlight and wind. If the brush and

high grass is removed from the vicinity of buildings, tents, and mosquito breeding places, the prevalence of these insects will be decreased by depriving them of such protection from the elements.

The few mosquitoes to be found in a screened building can be killed by means of a "killing tube," consisting of a one by six or eight-inch test tube in the bottom of which is placed an inch of cotton saturated with chloroform and covered with a piece of perforated paper or card board. Small pieces of rubber, or rubber bands, which have been soaked in chloroform may be substituted for the cotton. The mouth of the killing tube is placed over the mosquito resting on the wall or ceiling and as the mos-

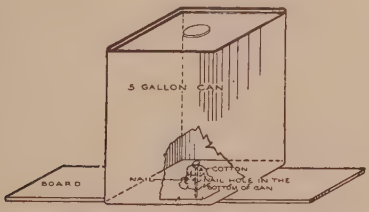

FIGURE No. 65.—Drip Can to be Placed Over Small Streams or Ditches Containing Running Water. The flow of the oil is regulated by raising and lowering the nail in the bottom of the can.

quito is very susceptible to chloroform fumes it will be killed within a few seconds. If persistently used, a large number of mosquitoes can be killed in this manner. With the aid of a flashlight the mosquitoes can be found during the daytime in dark closets and crevices about the buildings.

As a rule, the destruction by fumigation of mosquitoes which have gained access to the interior of screened camp buildings is impracticable because of the difficulty encountered in making such buildings air-tight. Usually the mosquitoes can be more easily killed with a killing tube than by fumigation.

Sulphur is perhaps the most convenient fumigant to use for killing mosquitoes. In rooms or buildings that can be rendered reasonably air-tight one pound of sulphur should be burned for each thousand cubic feet of air space. In

more loosely constructed buildings, this amount should be increased accordingly. The sulphur is burned by placing the proper amount in a pan which is, in turn, contained within a larger metal vessel containing water, in order to guard against fire. When everything is in readiness, alcohol is poured over the sulphur and ignited and the room closed. After an interval of about three hours, the windows and doors are opened and the building thoroughly aired.

Bedbugs. It has never been definitely proven that bedbugs transmit disease, but nevertheless, every effort should be made to eradicate them as soon as a room is discovered to be infested. As a rule, the bedbug deposits its eggs in cracks and crevices of walls, floors, and furniture. Wooden bedsteads should never be used in a camp, as these provide many places in which the bedbugs will thrive. As the eggs as well as the adult bug must be destroyed, the walls, floors, beds, and crevices in the furniture should be thoroughly scrubbed with hot water and soap, followed by a liberal application of gasoline or kerosene, which will penetrate and kill the egg, and should be forced into every crack that can be found. Where possible, the bedding should be washed in hot water or carefully ironed with a hot iron in order to destroy the eggs. It may be necessary to devise some means of sterilizing the mattresses with steam or hot air. Fumigation with sulphur as described for the destruction of mosquitoes will kill the adult bedbug but will not affect the eggs.

Roaches. Roaches frequently pass from toilets, sewers, and drain pipes to the food supplies in the kitchen and dining rooms, and may, therefore, constitute a menace to health. The prevention of roaches can be accomplished by the elimination of cracks, crevices, and dark corners in the kitchens and dining rooms, and by keeping all food in roach-proof containers.

Fumigation with sulphur will kill the roaches reached by the gas, but the best way to eradicate them is by the use of a roach-powder consisting of sodium fluoride mixed with meal or flour. This powder is dusted in corners, closets, drawers, and dark crevices.

Sanitation of Grounds. Cleanliness is so intimately related to sanitation that a clean camp will, as a general

rule, be sanitary. Every camp director wishes to have his camp present an attractive and pleasing appearance, and this cannot be done unless the grounds are clean and sanitary. To this end all rubbish should be removed at once. Such places as the rear of kitchens and dining rooms should be carefully watched—as a rule "out of sight out of mind" applies only too often to dirt and rubbish. All low spots, walks, roads and paths should be drained by suitable and well-kept ditches or by underground tile. In tent camps every tent should have a trench on all sides to carry off the storm water, and prevent the formation of mud holes. Rank vegetation and long grass should be kept down.

Camps are maintained for purposes of promoting health either directly or indirectly, and it must not be forgotten that in the operation of any camp good sanitation will pay ample dividends in health and happiness.

Physical Examination

Organized camps are, as a rule, primarily conducted for the purpose of providing recreation, and in some instances affording a certain degree of training, for a selected group of individuals. In order to fulfil this purpose the camper must be physically able to participate in the activities of the camp and must be free from any infectious disease which will endanger the health of those with whom he comes in contact. Furthermore, in those camps in which the promotion of health and physical training are featured some knowledge must be available regarding the physical defects possessed by the individual camper in order that his activities may be intelligently directed. This information can be obtained only by physical examination, and every camper should be physically examined immediately prior to or at the time he goes to the camp.

The physical examination should be made by a reputable physician and should be thorough. A poorly performed physical examination is worse than none as it frequently affords the examinee a sense of security which is not founded on fact. In the case of school children, the examination may be made by the school physician. Arrangements can sometimes be made to have campers going to a municipal camp examined by a physician detailed by

the city health department. Where camps are operated by private individuals, corporations, or organizations, a physician should be employed for the purpose of making the necessary physical examinations.

The physical examination should include observations concerning the physical development, the condition of the heart, lungs, and kidneys, structural or postural defects, and evidences of any infection which could be transmitted to others.

All the data noted, either positive or negative, should be entered upon a suitable form or report and filed for future reference. The following general form is suggested as being suitable for most camps:

Name.....Age.....Sex.....

Address.....

History:

Have you had measles, scarlet fever, mumps, or diphtheria?.....

.....

Do you have hay fever or asthma?.....

Have you ever had fits?.....

Do you wet the bed?.....

.....
Signature of Camper

Height.....Weight.....Chest Measurements {Expiration..... Inspiration.....

Vision: R.....L.....

Hearing: R.....L.....

Heart.....

Pulse Rate.....Blood Pressure: S.....D.....

Lungs.....

Urinalysis: Sp. gr.....Albumin.....Sugar.....Casts.....

Skin.....

Structural Defects (Hernia, flat feet, bony deformities, muscular atrophies, amputations, etc.).....

.....

.....

Symptoms of Infectious Disease.....

.....

Vaccination.....

Remarks.....

.....

Date..... .....

Signature of Examining Physician

The history is an important phase of the physical examination. If an individual has had measles, mumps, scarlet fever, or diphtheria, he may be considered immune should one of these diseases appear in camp. Hay fever and asthma are usually due to hypersensitiveness to some substance, such as pollens, certain types of food, and a large number of other proteins. Quite frequently a physical examination will reveal no visible signs of these diseases yet an attack will occur promptly upon exposure to the causative substance. An individual who gives a history of hay fever or asthma should not be permitted to go to camp unless it is known that contact with the protein to which he is hypersensitive can be avoided while he is in camp. Fits (epilepsy) would not be diagnosed by physical examination unless an attack occurred during the examination. Ordinarily, any person who presents a history of epileptic attacks in the past should not be admitted to a camp.

Bed wetting (enuresis) is an unfortunate habit which is extremely embarrassing for the camper and for the camp authorities. Unless special provision can be made to care for persons having enuresis, they should be excluded from camp.

In general, two objects are sought in making a physical examination, first, the diagnosis of such physical abnormalities as may render it advisable to give the individual special consideration while in camp, and, second, the detection of defects or disease which might be aggravated or accentuated by a sojourn in the camp or which might become a source of danger to the health of others.

The question as to whether an individual with any particular physical defect should be permitted to enter a camp is one which must be decided in accordance with the

type and the purposes of the particular camp. A boy who because of a heart lesion may be totally unfitted for the life of a boy scout camp may derive great benefit from a vacation spent in some kind of a recreational camp. Of course, persons with infectious diseases should be excluded from any camp.

Control of Infectious Diseases

The individual who has an infectious disease serves as a reservoir for the germs which may be by various methods transferred from him to other persons. In the section on camp sanitation, certain procedures have been described for blocking the avenues by which the germs are transmitted from the sick to the susceptible person. In addition to such procedures there are certain measures which can be applied to the individual either to protect him from infection or to prevent him from spreading the disease.

There are three common diseases against which protection is afforded by vaccination. These are typhoid fever, smallpox, and diphtheria. Vaccination against typhoid fever consists of three hypodermic injections of the anti-typhoid-paratyphoid vaccine at intervals of from five to ten days. Protection against diphtheria is conferred by three hypodermic injections of toxin-anti-toxin at weekly intervals. Vaccination against smallpox is accomplished by one inoculation of the vaccine into the skin.

The fact that effective methods are available for preventing these three diseases renders it incumbent upon the camp authorities to urge the prospective campers to be vaccinated prior to coming to the camp. From a practical viewpoint, smallpox cannot be prevented except by vaccination and so serious would be the consequences of a smallpox epidemic in a camp that no unvaccinated person should be admitted to any camp. One vaccination does not, however, ordinarily confer immunity for an indefinite period of time and every camper who has not been vaccinated against smallpox within three years should be revaccinated before entering the camp.

While it is desirable that every camper be protected against typhoid fever and diphtheria, it would probably be impracticable to require that this be done in every case. A minimum of two weeks is necessary to complete the

vaccinations against each disease and this feature alone would render it inexpedient to require vaccination in some instances. Nevertheless, wherever possible, the camper should be advised to have these vaccinations performed not only in his own interests but also as a means of protecting the health of others with whom he may come in contact.

The control of the spread of infectious diseases within a camp depends primarily upon the early detection and prompt isolation of all suspicious cases of illness. As a working rule, it can be assumed that the danger signals of infectious diseases are fever, sore throat, rash, or a cold. Some of these conditions will be present in the early stages of practically any infectious disease. The campers should be watched for these symptoms and upon the appearance of any one of them the individual should be isolated in the camp hospital until he can be examined by a physician and a decision made as to whether the disease is infectious in character. In this connection, it should be remembered that a common cold, while usually regarded as innocuous, not infrequently terminates in pneumonia, and an epidemic of colds may constitute a real danger to the health of the campers.

Medical Attendance

Every camp should have some means of caring for the sick and injured. Where practical, a physician should reside in the camp, or if this is not feasible arrangements should be made to secure the services of a physician located in the nearest community. A trained nurse is always a valuable addition to the staff of a camp, particularly in a camp for girls, regardless of whether or not a physician is employed. In the absence of a physician, she is capable of caring for minor or incipient illness, and slight injuries.

The Camp Hospital. Illness and injuries will occur in any camp and some kind of hospital or infirmary facilities must be provided to care for such cases, at least temporarily until they recover or can be removed to their homes or other hospitals.

For a camp of 50 to 200 persons the hospital should have from four to six beds. In a camp for boys four beds should be sufficient, while in a camp for girls, or

for both sexes, the hospital should be equipped with six beds.

The hospital should be housed in a well-ventilated building or large tent. If in a building an inside toilet and bath should be provided, if possible. The hospital should have at least two rooms so that cases of infectious diseases may be properly isolated. In any event, where two or more beds are placed in one room provision should be made to separate the beds by cloth screens, either permanent or movable, to aid in isolating the patients and affording that privacy which is usually desired by the sick.

The equipment necessary for the camp hospital will vary according to circumstances. If the camp is located near an established hospital only the equipment needed to provide for emergency cases will be required. Where patients must be retained in the camp hospital for a longer time more elaborate equipment will be necessary. The equipment listed below will meet the basic requirements of a four to six-bed hospital designed to care for mild cases of illness and minor injuries. The articles noted are those required for the hospital proper and other equipment such as eating utensils, additional furnishings, etc., can be obtained from the camp supplies. The food for the patients should be prepared in the camp kitchen and no kitchen equipment is necessary for the hospital.

Hospital Equipment

Adhesive, 3 inch, 5 yard rolls	6
Adhesive, 2 inch, 5 yard rolls	6
Adhesive, 1 inch, 5 yard rolls	8
Alcohol	1 pint
Ammonia, aromatic spirits	4 oz.
Applicators, wood	1 box
Aspirin tablets, 5 gr	50
Atropin sulphate, 1-100 gr. hypo. tab	25
Bandages, 2 inch linen	18 rolls
Bandages, 3 inch gauze	12 rolls
Bandages, 2 inch gauze	18 rolls
Bandages, 1 inch gauze	24 rolls
Basin, pus	1
Bed pans	2
Beds, single, white iron, with adjustable springs	4–6
Bedspreads, light weight, plain	6–8

Blankets, light weight, woolen	4–6
Blankets, medium weight, woolen	4–6
Blankets, heavy weight, woolen	4–6
Boric acid powder	4 oz.
Bottles, 4 oz. with corks	1 doz.
Bottles, 2 oz. with corks	2 doz.
Bottles, 1 oz. with corks	1 doz.
Brooms	2
Brush, scrubbing	2
Calomel, tablets, ¼ gr.	100
Cascara sagrada, tablets, 2 gr	50
Chairs, straight back	4–6
Chairs, reclining, steamer, of wood or canvas	4–6
Clocks	2
Cloth for cleaning	25 yds.
Commodes, enamel pot	2
Cotton, absorbent	1 lb. roll
Cotton, absorbent, sterile, 1 oz. pkgs	24
Cups, sputum, paper folding	24
Dessert spoons	6
Drinking tubes, glass	2
Dust pan	1
Emergency surgical case	1
Enema bag, complete	1
Epsom salts	16 oz.
Eye cup	1
Fire extinguisher, chemical	1
Gauze, sterile, 5 yd. rolls	12
Glasses, drinking	4–6
Glycerin	8 oz.
Gowns, sleeping	8–12
Gowns, convalescent	4–6
Hot water bottles, with covers	4
Hydrogen peroxide, 4 oz. bottles	2
Hypodermic syringes, glass, with needles	2
Ice bags, with covers	2
Iodine, swabs	12
Iodine, tincture	4 oz.
Irrigating syringes, glass	2

Labels	1 box
Lanterns, with wall brackets and shades	4
Litter	1
Lysol	8 oz.
Mattresses, hair or felt	4–6
Mattress covers or oil cloth sheets	4–6
Medical cabinet with lock for drugs, sterile packages and instruments	1
Medicine glasses	4
Mirrors, hand	2
Mirrors, for wall	2
Mop, with handle	1
Morphine, ¼ gr. hypodermic tablets	1
Oil, castor	8 oz.
Oil of cloves	½ oz.
Oil, olive	16 oz.
Pail, galvanized iron	2
Pan, white enamel for sterilizing instruments	1
Pillows, large	4–6
Pillows, small	4–6
Pillow slips	16–24
Pins, common	2 pkgs.
Pins, safety	2 doz.
Scissors, bandage	1
Screens, folding, white iron frame with removable white cloth screens	2–3
Sheets	24–36
Slippers	4–6 pr.
Slop jars	2
Soap, scrubbing bars	1 doz.
Soap dishes, white enamel	2–3
Soda, bicarbonate	16 oz.
Soda mint tablets, 5 gr	100
Stoves, kerosene, for heating water and warming food	2
Stove, kerosene, for sterilizing instruments	1
Strychnine, 1-60 hypodermic tablets	25
Suture, catgut No. 0	1 pkg.
Suture, catgut No. 1	1 pkg.
Suture, silk, No. 1	1 pkg.
Tables, white enamel, size and number depending upon arrangement of hospital	2–4
Tea spoons	6
Thermometers, clinical	4

Tongue depressors, wood	1 box
Tooth brushes	8–12
Towels, hand, linen huck	12–24
Towels, bath, turkish	12–18
Trays for food	4
Urinal	1
Vaseline, carbolated, 4 oz. jars	2
Wardrobe, steel, for linen closets	?
Wash basins, white enamel	2–3
Wash cloths	8–12
Wash stands, white enamel	2–3
Water pitchers, 3-qt. white enamel	2–3
Zinc ointment, 4-oz. jars	2

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CHAPTER IX

DIET AND NUTRITION

The problem of feeding people well is much the same under all conditions of living. It differs little whether the food is to be served in private homes, hotels, boarding houses, public institutions, or camps.

Camp managers have certain special problems and difficulties but these are usually offset by circumstances that make their tasks conparatively easy. They must, to be sure, provide for groups of people gathered together from many parts of the country, with widely differing tastes and preferences and this often in places where market facilities are poor.

On the other hand, appetites are likely to be normal when life is spent in the open air and exercise is vigorous, and so there are fewer finicalities of taste. There is an advantage too in the fact that the extra food needed to provide energy for tramping, swimming, and other activities makes it possible to enrich the diet with popular dishes such as pies, puddings, and pancakes, which can not be freely eaten at times when little exercise is being taken. In addition to this there is always a certain amount of inspiration in providing the right kind of food with the knowledge that it is to cooperate with fresh air and exercise to restore bodily vigor or to prepare workers and students for seasons of serious activity.

Camp managers too have the advantage of what has come to be known as group psychology. They can stimulate the desire to be well by competitive tests such as weighing and measuring and also by observation of the amount of time lost from exercise and pleasure. There is opportunity too during the time spent at camp for giving information either directly or indirectly about the principles of nutrition. This can be given not only formally

but also informally by means of well selected and healthful meals, regularly served, which always teach a silent lesson.

Considering the competition between fellow campers in the matter of attaining the highest bodily efficiency and considering the favorable conditions of life in other respects, it seems very desirable that the food should be in charge of a trained dietitian. When this is not possible the bills of fare and particularly the food supplies which enter into the bills of fare should be under closest supervision from some outside agency.

Body needs are much the same the world over and the foods available in different places differ only in small particulars. The problem of food for campers must be treated, therefore, not as a subject by itself but as a modification of the subject of the healthful diet. For this reason we give first a general statement about the food requirements of the body and a plan for checking up food supplies in general to see if they meet the requirements of those to whom they are to be served. This general statement is followed by an adaptation of the plan to the special conditions under consideration.

The Requirements of the Diet

Those needs of the human body which can be supplied by means of food are many and varied. Some create a demand for substances that are present in foods in considerable abundance; others for substances which are present in such small amounts that they can be detected only by careful chemical analysis. For example, the body's constant need for fuel is met by such familiar substances as fat, sugar, and starch, whose presence anyone can detect, but its need for iron is met by substances in amount too small to be detected by the naked eye.

It seems natural in discussing foods in relation to the needs of the body to start with a consideration of those substances which are used in largest amounts, i.e., the burnable substances or body fuels. These include not only fat, sugar, and starch, but also a less familiar substance called protein. Protein is found in almost all food materials but it is usually combined with many other substances. The material that contains it in purest form is

the white of the egg, in which it is found in partial solution in about seven times its weight of water.

Fat, sugar, starch, and protein together supply the fuel and consequently the energy needed for walking, lifting weights, and doing other kinds of voluntary work, and also for the beating of the heart, the circulation of the blood, and the other forms of work which the body does involuntarily.

Of the four fuels, fat supplies 2½ times as much energy pound for pound, as any of the others. Protein would provide more than starch or sugar if it were completely burned, but as it is used in the body, it leaves an unconsumed residue, chiefly in the form of urea which passes off in the urine.

Body fuel, like other kinds of fuel, is measured in calories. The calorie is, however, too small for convenient use in measuring the fuel value of foods in the portions in which they are usually eaten. For this reason, the 100-calorie portion or serving has been adopted for this purpose.

The pictures show 100-calorie portions of five different foods. (p. 448.) It will be noticed that these foods, though equally valuable for fuel or energy, vary in weight from less than ½ of an ounce, in the case of the butter, to over 5 ounces in the case of the raspberries. The difference is due partly to the amount of water, of which there is more than 4 ounces in the raspberries and very little in the butter, and partly to the kind of fuel, which is chiefly sugar in the raspberries, fat in the butter, protein and fat in the egg, protein and starch in the toast, and of course, sugar in the sugar.

All Foods Supply Fuel

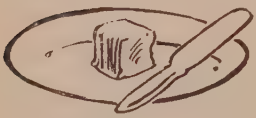
Many popular writers on diet and nutrition make the mistake of discussing certain materials as "fuel" foods in distinction from others which by implication at least they describe as useful for other purposes. This classification has little to justify it, for even such watery foods as raspberries supply some body fuel. In fact, some of the best authorities think it well to take one-sixth of the body fuel in the form of fresh vegetables and fruits, and under such circumstances it is absurd, of course, to refer

to these foods as if they furnished no fuel or energy. It is true that certain foods, such as butter and sugar, provide very much more fuel, pound for pound, than such foods as berries, but it is well to refer to the former either

100-CALORIE PORTIONS OF FIVE FAMILIAR FOODS REPRESENTING GOOD VARIETY IN THE DIET

RASPBERRIES
⅓ qt. or about 5 oz.
3 such portions to the pound

SUGAR
2 level tablespoons (scant)
Nearly 1 ounce
18 such portions to the pound



BUTTER
1 cubic inch
Nearly ½ ounce
34 such portions to the pound

EGGS
1 ⅓, medium-sized
2 ⅔ ounces
9 such portions to the dozen

TOAST
1 large slice—1 ⅓ oz.
12 such portions to the pound

as important fuel foods or as foods of high fuel value rather than simply as "fuel" foods.

Fuel in Its Relation to Other Important Elements of the Diet

Some people ridicule the whole subject of the fuel value of foods and particularly the subject of calories. They

argue that the signs of over-eating, i.e., over-weight and indisposition to do active work, either mental or physical, are so obvious that it is not necessary to take account of the amount of food eaten further than to note its effect on the body. Such persons lose sight of the very important fact that the substances which the body needs for other purposes than fuel, i.e., *minerals, vitamins, and the so-called muscle-building materials, can be obtained only in combination with body fuels.* No one can get vitamins even from such watery foods as lettuce and orange juice, or iron from spinach, without getting some fuel.

Since the amount of fuel a person can take is definitely limited it is quite possible to reach the limit without getting the required amount of other substances. For illustration, many people eat so much sugar and fat, which contain little or no mineral matter, that it is practically impossible for the remainder of the diet to supply the required mineral matter, to say nothing of vitamins and other needed materials. The best way to make up a safe and healthful diet is to recognize the fact that the amount of fuel one can safely take is limited and to select it with reference to the other substances which it must bring with it.

Protein

One substance with which the body must be regularly supplied is protein. The proteins of the body, which are found in all the tissues, are in a constant state of change. They are continually giving off part of the material of which they are composed and taking on new material which must be supplied either directly or indirectly by the protein of the food. Proteins are necessary therefore not only in childhood, to make new tissues, but also during the entire period of life, to keep the tissues in good condition.

Some proteins, notably those of animal foods, supply all the materials needed to make body protein, and are called either "complete" or "efficient." Other proteins—in general, those of vegetable foods—supply only part of the needed materials and are considered more or less incomplete or inefficient. The proteins of soy beans, which are not much used in this country, perhaps because we do not know how to prepare them in palatable form, are con-

sidered to be complete. The proteins of peanuts need nothing to complete them except material which can be obtained from wheat protein, and since wheat is seldom entirely absent from a meal, peanut protein may be considered practically complete. With these two exceptions, then, it may be said that animal proteins are efficient and vegetable proteins more or less inefficient. *Some of the fuel of the body must always be in the form of protein and it is a good rule to choose about half of the total protein from the efficient-protein foods.*

Mineral Substances

Mineral substances are needed for many purposes. Calcium (lime) and phosphorus are needed for the bones and teeth, and iron for the red blood corpuscles, which are the oxygen carriers of the blood. These are not, however, the only uses to which the minerals, or as they are often called, the salts, are put. They are needed by the fluids of the body for use in connection with their important "carrying" functions. By means of fluids solid substances are distributed from one part of the body to another; to the tissues for their nourishment; away from the tissues for rejection from the body; to the alimentary canal for the making of digestive juices; and in many other ways for many other purposes.

The fact that solids are taken up and carried by certain liquids more easily than others is familiar to everyone. For illustration, it is practically impossible to remove fat from a fabric by means of pure water but if soda is added the process is comparatively easy. Egg whites, which have been described as consisting of protein partly dissolved in water, "beat" very much better if a "pinch" of common salt is added. This is because the composition of the liquid of the eggs is so changed that it dissolves more protein. With facts like these in mind it is easy to understand that salts in solution in the fluids of the body may be absolutely necessary in holding the solid nutrients in solution or suspension, and therefore in carrying them from one part to another as needed. *For these reasons some of the fuel of the diet must be selected with reference to mineral substances.*

Vitamins

It is now considered best to select part of the food also with reference to certain newly discovered substances called vitamins. Authorities agree as to the existence of at least three kinds of vitamins, which they distinguish one from another by the letters A, B, and C. Each of these vitamins is supposed to make the body proof against special kinds of disorders. The diseases connected with the complete absence of the vitamins—serious eye trouble in the case of "A," beri-beri in the case of "B," and scurvy in the case of "C," are so rare that some people think it unnecessary to take vitamins into account. It seems probable, however, that if vitamins are not present in sufficient amounts body ailments resembling these diseases but less severe in form are likely to be the result. In early life these ailments may seriously affect development.

It is at present impossible to measure the needs of the human body for vitamins or the amount of vitamins in different food materials. Some foods, such as refined sugar and vegetable oils, are known to be totally lacking in all the vitamins and others are known to be lacking in some of them. Moreover, some foods are known to be more useful than others in supplying one or all of the vitamins. However, since vitamins can not be measured it is impossible to compare the value of foods in this particular except in some very general way. At present it is customary to distinguish foods in this particular by means of signs. A * after the name of a food means that vitamin A is not completely absent; A ** indicates that the food supplies a considerable amount; while A *** means that it is among the most useful foods for this purpose.

The amount of vitamins in a given food differs very much with circumstances. Green leaves are known to be an important source of vitamin A in the diet of the animal as well as of the human being, and milk and eggs from cows and chickens that have received green food are richer in vitamin A than those foods when obtained from animals and fowls that have not had this addition to their rations.

Vitamins are in some cases affected unfavorably by cooking processes. This is particularly true of vitamin

C which, unfortunately, is the least widely distributed of the three. For illustration, raw fresh carrots are useful for vitamins A and C. Of these two, A is obtained also from such familiar foods as milk, butter, and eggs, as well as from cream and the organs of animals; but for vitamin C we are dependent on a very limited number of foods, such as oranges and other citrus fruits, raw green leaves, and tomatoes. It is unfortunate therefore that the cooking is likely to destroy more of vitamin C than of vitamin A.

Considering all the uncertainties attending the effort to introduce vitamins into the dict, the best that can be done is to form the habit of choosing and preparing a certain amount of the food regularly with reference to obtaining and prescrving these substances.

Roughage

About fiber, or "roughage," which gives bulk to the diet there is less general agreement than about the other constituents. This may be because its usefulness as a possible remedy for an abnormal condition or disease is confused with its usefulness as a constituent of the diet of healthy people. Chronic constipation is a condition which calls for skillful diagnosis and professional medical advice. In some forms of the trouble "roughage" does more harm than good. It would be a mistake, therefore, in a discussion of this kind to make any attempt to cover the subject of roughage in chronic constipation.

The subject of roughage in the diet of healthy people as a means of giving bulk to the food in the intestines so that there will be a regular removal of waste, is another matter. How far fiber is necessary for this purpose is not known. The efficacy of some foods such as prunes is probably due, not to roughage, but to the presence of certain other specific laxative substances.

It seems fair to say that some people over-value the importance of roughage and some people under-value it. Those who over-value it are likely to think that no cereals should be eaten except those that contain the outer coatings of the grain. It should be remembered by both classes of people that the laxative substances of the diet, whatever they may be, are obtained chiefly from two classes of foods,

the vegetables and fruits and the whole-grain cereals. When vegetables and fruits are limited in amount, as they frequently must be in times of scarcity and high prices, it is well to use some of the coarser cereal foods. These have the advantage too of contributing to the phosphorus of the diet, which is likely to be lacking in very low-priced rations.

There are, however, some foods, such as the finer kinds of pastry, which can not be made out of coarse flours and it is a mistake to think that those who are able to get an abundance of vegetables and fruits should be compelled to eat cereals only in the coarser forms. It is recommended, therefore, that a certain proportion of the daily diet, and only a certain proportion, be taken in the form of vegetables, fruits, and whole-grain cereals. The needed proportion probably varies with the person. When a satisfactory amount has been determined it is a mistake to feel that the cost of the diet should be increased or its palatability reduced by the addition of further roughage.

The Per-Man-Per-Day Ration

So far little has been said about the amount of food required and this is, of course, a very important consideration for those who cater for others. The amount of food needed by a given person is usually stated in terms of the per-man-per-day ration or the amount of food required daily by a moderately hard-working man or a moderately hard-playing boy over twelve years.

The needs of other men and those of women and children and also the allowance to be made for each in the family food supply are usually estimated and stated in fractions or multiples of this allowance which, for convenience, is called the "per-man-per-day ration." It is generally believed that the fuel value of a per-man-per-day ration should be about 3,000 calories. It is customary to allow for 10 per cent waste and to make provision of about 33 hundred-calorie portions in the food supply for each per-man-per-day ration required. This means far more than the words seem to imply. It means that all the needed substances, protein, mineral matters, and vitamins must be brought within the limits of about 33 hundred-calorie portions of food.

At the end of this chapter, pp. 464 to 468 inclusive, there is a table giving roughly the number of 100-calorie portions in different foods. At different places in the chapter there are illustrations of common foods showing the number of calories in ordinary servings.

Good Proportions in the Diet

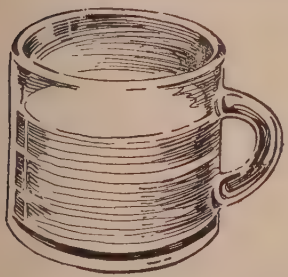
The purpose of what follows in this chapter is to show how the necessary fuel can be so selected that the ration will be complete in other particulars. For this purpose, certain specifications are given. Those who thoroughly understand the composition of foods, could make up many satisfactory rations that would not come within the specifications here given. These specifications are, therefore, not for the use of specialists, but for the purpose of keeping the average person with the average knowledge of foods and nutrition on the safe path. For the benefit of those who wish to know the standards here adopted the following statement is made. It is assumed that the per-man-per-day ration should supply at least 85 grams, or 3 ounces, of protein, of which about 50 per cent should be "efficient"; 0.68 gram calcium, corresponding with about 1 gram of lime; 1.32 grams of phosphorus, and 15 milligrams of iron. Further than making this statement, no reference will be made to these figures in the following material:

Specification 1. *Efficient Protein.* The foods depended on for efficient protein are lean and moderately-fat meats and other flesh foods, milk, cheese, and eggs; or in general all the foods in which there are at least 4 grams (1/7 ounce) of efficient protein per 100-calorie portion. Cream and such fat meats as bacon, salt pork, and fat pork sausage contain efficient protein, but less than 4 grams per 100-calorie portion. They are therefore not included in this group but with the fats. As mentioned above, many people include peanuts among the efficient protein foods. When there is a question about this food it is not with reference to the amount, which is between 4 and 5 grams per 100-calorie portion, but with reference to the efficiency of the protein. *Of the efficient-protein foods there should be about 7 hundred-calorie portions in the*

per-man-per-day ration. The total amount of protein required is provided for in the next specification.

SPECIFICATION 2. *Total Protein and Vitamin B.* In the per-man-per-day ration there should be about 20 hundred-calorie portions of foods containing some protein. This means 13 besides the 7 mentioned in the first specification. Foods providing protein include not only the foods depended on for efficient protein but also vegetables, fruits, cereals, nuts, cream, and the fatter meats. The purpose

FOODS CONTAINING EFFICIENT PROTEIN



MILK
⅔ cup—⅓ pint
1 hundred-calorie portion

BEEF (Roasted, lean)
1 slice 5″x3″x¼″—2 ounces
Protein about 14 grams
2 hundred-calorie portions

of this specification is to keep within bounds the fats and sweets, which have a limited usefulness. Those who follow it can feel reasonably sure, without estimating the protein in every article of food, that there will be the required amount in the total diet.

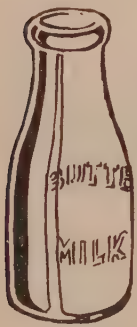
Vitamin B is very widely distributed in nature and it is found in almost all common food materials except refined sugars and vegetable oils. The foods mentioned above as necessary to provide enough protein, efficient and inefficient, will also be enough to supply the required vitamin B.

SPECIFICATION 3. *Calcium (Lime).* Prominent among the foods depended on for lime are milk, fresh, skim, dried, and evaporated without the addition of sugar;

buttermilk; and cheeses of various kinds. Certain kinds of vegetables, such as beans, fresh and dried, green-leaf vegetables, and roots, like turnips, carrots, onions, parsnips, and beets, are helpful. Oranges and certain concentrated vegetable juices, such as New Orleans molasses, also tend to bring up the amount of this element.

If included among the 20 hundred-calorie portions mentioned in Specification 2 or in addition to them, there are at least 3 hundred-calorie portions in all of milk and cheese or 6 hundred-calorie portions in all of these foods and the others mentioned above as rich in lime, this element will be provided for.

FOODS RICH IN CALCIUM (LIME)



BUTTERMILK
1 pint—½ pound
1½ hundred-calorie portions

CHEESE
1⅓ cubic inch
⅝ ounce
1 hundred-calorie portion

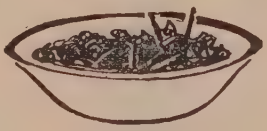
SPECIFICATION 4. *Iron.* Among the foods richest in iron are eggs, spinach, and lean and medium-fat meats, which include poultry and game, but the vegetables and fruits as a group are very useful in providing this element.

If among the 20 hundred-calorie portions mentioned in Specification 2, or in addition to them, there are at least 8 hundred-calorie portion of eggs, lean or medium-fat meat, vegetables and fruits, and if the other specifications of the diet are carried out, there is almost sure to be enough iron.

SPECIFICATION 5. *Phosphorus.* This element is so widely distributed among the common food materials that it is hardly necessary to take it into account. Occasionally, however, when people are forced to live on a very small amount of money it is found that their diet is low in this

FOODS RICH IN IRON

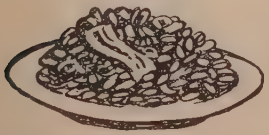
EGG
1 medium-sized
2 ounces
¾ hundred-calorie portions



COOKED SPINACH
½ cup—⅓ pint
¼ hundred-calorie portions

respect. Those who are called upon to examine such diets hastily will find it helpful to note whether or not there are at least 8 hundred-calorie portions in all of the following foods in each per-man-per-day ration: Fish, lean and medium-fat meats, milk, cheese, eggs, whole-grain cereals, beans, and nuts.

FOODS RICH IN PHOSPHORUS



BAKED PORK AND BEANS
1 Cup
8 ounces
4 hundred-calorie portions

HALIBUT
Piece 1″x2″x5″
1½ hundred-calorie portion

SPECIFICATION 6. *Foods Depended on for Vitamin A.* Of these foods prominent examples are the green-leaf vegetables, milk, eggs, cream, butter, and the organs of animals. In eggs this vitamin is confined almost ex-

clusively to the yolk. As said before, these foods differ greatly in the amount of vitamin A they provide. For this reason, a specification with reference to the number of 100-calorie portions needed can not be considered as a measure of the vitamins present. All that can be done

FOODS DEPENDED UPON FOR VITAMIN A

MILK
1 glass—½ pint
1½ hundred-calorie portion

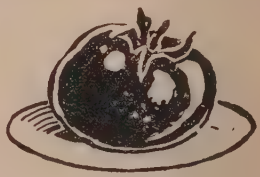
CABBAGE (Raw)
1 cup
3 ounces
¼ hundred-calorie portion

is to recommend that a certain number of hundred-calorie portions be selected with reference to this vitamin.

In the absence of any exact rule, it is here suggested that 5 hundred-calorie portions be so chosen; for example,

FOODS DEPENDED UPON FOR VITAMIN C

ORANGE
1 medium-sized
7 oz., edible portion
1 hundred-calorie portion

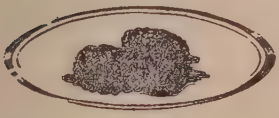


TOMATO
1 medium-sized
5 oz.
⅓ hundred-calorie portion

1⅔ pints of milk, or 1 pint of milk and 2 cubic inches of butter, or 1 egg, 1 pint of milk, and 1 cubic inch of butter. These may or may not be included in the 20 hundred-calorie portions mentioned in the second section.

SPECIFICATION 7. *Foods Depended on for Vitamin C.* Of these foods prominent examples are the citrus fruits; tomatoes, fresh or canned; and those green-leaf vegetables, such as lettuce and the green leaves of cabbage, which can be eaten raw. These foods differ as much in vitamin content as do those depended on for vitamin A, but *if there is included among the 20 hundred-calorie portions, or in addition to them, at least ½ of a hundred-calorie portion of the foods mentioned the diet will probably supply enough vitamin C.*

100-CALORIE PORTIONS OF FOODS THAT GIVE BULK



PRUNES
3 large—1½ ounces
1 hundred-calorie portion

POTATO
1 medium-sized
5 oz.
1 hundred-calorie portion

SPECIFICATION 8. *"Roughage."* In the absence of exact information it is suggested that an effort be made to include at least 8 hundred-calorie portions in all of vegetables and fruits (fresh or dried) and whole-grain cereals in the per-man-per-day ration.

Necessary Basis of the Diet

The above eight specifications refer to what is called the *"necessary basis of the daily diet."* This is always the same and yet always different—the same in supplying all needed nutrients; different in such matters as these: sometimes eggs supply most of the efficient protein, sometimes milk, sometimes meat or fish; sometimes vitamin A is supplied by butter, sometimes by milk, and sometimes by lettuce, and so on.

So important are efficient protein, mineral substances, and vitamins that many people are inclined to feel that no food material is of any use unless it provides one or more of them. This is unfortunate, for if the foods needed

to supply these substances are selected with some care a considerable proportion of the food may be taken in the form of fats other than butter, which are helpful in giving richness to the diet; of sugar, a very economical flavoring material and body fuel; and of refined cereal products such as white flour, without which the finer varieties of breads and pastries can not be made.

If the necessary basis has been provided there is a chance of introducing with a free conscience and a glad heart the special foods which people like particularly—a very important fact, especially when young people are being fed. It should be remembered also that the holding of the amount of vegetables, fruits, and efficient-protein foods down to certain limits is absolutely necessary when economy is an object. There is room therefore for a ninth consideration.

The Region of Choice

Specification 9. *Foods that Lie within the Region of Choice.* These foods are helpful in bringing up the fuel to the required amount and also in adding richness, savoriness, flavor, and attractiveness generally to the diet.

Foods that constitute the necessary basis of the diet are, as a rule, comparatively high priced, and there is little room for economy in deciding between them, though there is considerable opportunity for economy in keeping them down to the required amount. In the case of foods that lie within the region of choice, on the other hand, there is a very great opportunity for economy. Suppose, for example, that a person decides not to pay more than about 1½ cents per 100-calorie portion for his food materials other than tea, coffee, and condiments. This would mean about 50 cents a day in the case of a man at moderately active muscular work, and about 40 cents in the case of a woman of the same degree of activity. Milk at 15 cents a quart costs 2½ cents per 100-calorie portion; eggs at 45 cents a dozen, 5 cents; oranges at 60 cents a dozen, 10 cents; and average beef at 40 cents a pound, 4 cents per 100-calorie portion. Obviously some foods must be obtained for very little if an average of 1½ cents per 100-calorie portion is to be maintained. It is very im-

portant, therefore, to remember that the foods which lie within the region of choice vary greatly in price.

Sweets, fats, and cereals are all on the market in low-priced and also in very high-priced forms. Flour or meal at 5 cents a pound costs only about ⅓ cent per 100-calorie portion; bread at 10 cents a pound costs 5/6 cent per 100-calorie portion. On the other hand, ready-to-eat cereals at 48 cents a pound (15 cents for a 5-ounce

FOODS WITHIN "REGION OF CHOICE"

CANDY
3 small pieces—nearly 1 ounce
1 hundred-calorie portion

COOKED BACON
2 small slices—¾ ounce
1 hundred-calorie portion
16 such portions, and 9 hundred-calorie portions of fried-out fat to the pound, raw

APPLE
1 large
8 ounces
1 hundred-calorie portion

package) costs 3 cents per 100-calorie portion. Sugar at 9 cents a pound costs ½ cent per 100-calorie portion, while candy at $1.00 a pound costs nearly 6 cents. Lard, which is a wholesome food provided the requirements of the diet have been met by other foods, supplies fuel for less than ½ cent per 100-calorie portion when it sells for 15 cents a pound. Cream, which is another means of enriching the diet, costs nearly 4 cents per 100-calorie portion when it sells for 35 cents a pint.

Proportion in Relation to Palatability

A wise selection of foods that lie within the region of choice may have a great deal to do with the attractiveness of meals. If foods of comparatively neutral flavor, such as milk and potatoes, have been chosen in making up the necessary basis, there will be special need of some savory and flavorful foods, like bacon and sugar, in order to complete the food supply from the standpoint of taste.

In the rations of all adults doing moderate or hard work—and we class among these boys and girls over 12—it is safe to use one-tenth of the fuel in the form of sweets and two-tenths in the form of fats. In the case of a 3,000-calorie ration this means about 3 ounces each of sugar and fat. Another and perhaps more convenient way to express this, particularly when account is to be taken of interchangeable foods, is as follows: There may be 300 calories of sweets (sugar, candy, sirups, jams, jellies, and rich preserves) and 600 calories of fats (butter, cream, lard, oil, bacon, oily nuts, etc.) in the 3,000-calorie ration. This allowance may be increased if more than moderately hard work is done.

The Necessary Basis in the Food Supplies of People of Different Ages

There is a necessary basis in the diet of every person, old and young. It need hardly be said that it forms a comparatively large part of the diet of a person of sedentary life. Such people usually eat a relatively large proportion of lean meat, eggs, vegetables, and fruits and a comparatively small proportion of cereals, fats, and sweets. On the other hand, the necessary basis of the diet of a very hard working man, such as a lumberman, is a relatively small proportion of his total diet. The diet of such a person provides for a comparatively large amount of such foods as pies, puddings, griddle-cakes, and other dishes which are made of or served with considerable portions of fat and sugar.

The necessary basis of the diet constitutes practically the whole food supply of a very little child. The tendency of modern dietetics is to give exact rules for the feeding of such children. They must have so much milk, so much of the green vegetables, eggs so often, and so forth and

so forth. As the child grows older the necessary basis enlarges, but the total food used increases even more rapidly, so that there comes to be more and more room for fats and sweets, until finally at about the age of 12, the needs of boys and girls are very nearly like those of men and women of the same degree of muscular activity.

The Necessary Basis Not a New Conception

The distinction between the foods that form the necessary basis of the diet and those that lie within the region of choice is not new. Every mother insists that her children drink their milk or eat their meat and vegetables before having dessert. "If you don't drink your milk, you can't have any candy" is a familiar edict. Every grown person, too, knows what it is to limit the diet during periods of sedentary existence and to enlarge it when camping or going on hikes. The distinction made here, therefore, is not novel. It is merely an attempt to introduce into part of the diet the results of modern research in dietetics and

Provision to be Made in the Food Supply for the Necessary Basis of the Diet

	For a Man or Boy over 12	For a Woman or Girl over 12	For a Child of 3	For Children from 3 to 12
	100-calorie portions	*100-calorie portions*	*100-calorie portions*	*100-calorie portions*
Of all foods containing protein	20	16	12	12–20
Included in the above or if necessary in addition to them:				
Of all foods depended on for efficient protein	7	6	4	4–7
Of all foods depended on for vitamin A	5	4	4	4–5
Of all foods depended on for vitamin C	½	½	¼	¼–½
Of all foods depended on for roughage	8	6	5	5–8
Of all foods depended on for lime	3	2	3	2–3
Of all foods depended on for iron	8	6–7	4–5	4–8
Of all foods depended on for phosphorus	8	6–7	4–5	4–8

to show what many people fail to see—that the remainder of the diet, or what has been called the region of choice, offers great opportunities for economy and also for making the diet as a whole attractive.

Tables Showing the Number of 100-Calorie Portions in Different Foods

Kinds	Amount in		100-Calorie Portions per Pound	Total 100-Calorie Portions	Total Cost	Cost per 100-Calorie Portion
	Qt., Bu., Doz., etc.	Lbs.				
GROUP I. *Vegetables and Fruits*						
a. Green-leaf vegetables suitable to be eaten raw such as:						
Lettuce						
Cabbage						
Cress, etc			¾			
b. Green-leaf vegetables usually cooked:						
Spinach						
Turnip tops, etc			1			
c. Tomatoes, fresh or canned			1			
d. Potatoes			3			
e. Potatoes, sweet			4¼			
f. Root vegetables:						
Beets						
Carrots						
Onions						
Parsnips						
Turnips, etc			2			
g. Beans and peas:						
Fresh, unshelled			1			
Fresh, shelled			4			
Dried			15			
h. Other vegetables, fresh and canned			2			
i. Fruits, citrus:						
Oranges						
Lemons						
Grapefruit, etc			1½			
j. Melons			½			
k. Fruits, fresh except those in "h" and "i"			2			
l. Fruits, canned			4			
m. Fruits, dried			13			

GROUP II

Foods Depended upon for Efficient Protein[1]

Kinds	Amount in		100-Calorie Portions per Pound	Total 100-Calorie Portions	Total Cost	Cost per 100 Calorie Portion
	Qt., Bu., Doz., etc.	Lbs.				
a. Milk, fresh, whole			3			
b. Milk, other than fresh whole:						
Skim			1½			
Buttermilk			1½			
Condensed, unsweetened			7			
Condensed, sweetened			14			
Powdered, whole			24			
Powdered, skim			15			
c. Cheese:						
American and Swiss			19			
Cottage			5			
Roquefort, Neufchatel, and other soft, rich kinds			15			
d. Eggs			6			
e. Poultry:						
Fowl			7			
Chicken broilers			2½			
Turkey			10			
f. Fish, the leaner kinds (bass, cod, trout, perch, etc.):						
Fresh			2			
Dried, salted, or canned			4			
g. Fish, the fatter kinds (salmon, mackerel, shad, etc.):						
Fresh			4			
Dried, salted, or canned			8			
h. Shellfish:						
Oysters			2			
i. Meats:						
Beef:						
Whole sides; also rib, loin, porterhouse			10			
Round; hamburger; dried; corned; canned; other lean varieties with little or no bone; chuck			7			
Soup bones			4			
Organs (heart, liver, kidney)			6			

[1] All animal foods but bacon, cream, and others in which there is 2½ times as much fat as protein; peanuts and peanut butter.

GROUP II. *Continued*

Foods Depended upon for Different Proteins

Kinds	Amount in Lb., Bu., Doz., etc.	Lbs.	100-Calorie Portions per Pound	Total 100-Calorie Portions	Total Cost	Cost per 100-Calorie Portion
Lamb:						
White suet and meat cuts			10			
Soup bones			4			
Organs			6			
Milk:						
Whole cows			12			
Fresh, not sour			12			
Sour			9			
Soup bones			4			
Organs			6			
Pork:						
White suet, see Group V						
Hams, fat, etc.			16			
Shoulders			9			
Bacon			4			
Organs			6			
Rendered salt pork fat (pork sausage fat removed)			16			
Rendered salt pork fat (pork sausage fat used) (See Group V)						
Veal (& nonresembling others)			6			
Soup bones						
Peanuts, unshelled						
Peanuts, shelled						
Peanut butter						

GROUP III

Cereal Grains and Their Products

Kinds	Amount in		100-Calorie Portions per Pound	Total 100-Calorie Portions	Total Cost	Cost per 100-Calorie Portion
	Qt., Bu., Doz., etc.	Lbs.				
a. Unrefined:						
Oatmeal						
Rolled oats, etc			18			
Graham and rye flour						
Bran						
"Water-ground" corn meal						
Brown rice						
Cracked wheat						
Whole-grain breakfast foods, etc			16			
Graham and whole wheat bread and rolls, etc			12			
Crackers (graham, oatmeal, etc.)			18			
b. Refined:						
Flour, white						
Breakfast foods made of refined cereals						
Rice						
Macaroni						
Granular corn meal, etc			16			
Bread and rolls, white			12			
Crackers, white			18			
Cake, pie, cookies purchased as such			18			
c. Starches:						
Tapioca						
Cornstarch, etc			18			

GROUP IV

Sugar and Other Sweets

Kinds	Amount in		100-Calorie Portions per Pound	Total 100-Calorie Portions	Total Cost	Cost per 100-Calorie Portion
	Qt., Bu., Doz., etc.	Lbs.				
a. Sugar:						
White			18			
Brown			17			
Maple			17			
b. Candy			17			
c. Honey			14			
d. Molasses			13			
e. Sirup			13			
f. Jams						
Jellies						
Marmalades						
Rich preserves, etc			10			
For cake and cookies, see Group III						

GROUP V

Fats and Fat Foods[2]

Kinds	Amount in		100-Calorie Portions per Pound	Total 100-Calorie Portions	Total Cost	Cost per 100-Calorie Portion
	Qt., Bu., Doz., etc.	Lbs.				
a. Butter			34			
b. Cream, 18 per cent			9			
Cream, 31 per cent			13			
Cream, 40 per cent			17			
c. Oleomargarin			34			
d. Fats, including:						
Lard						
Oil						
Suet						
Other table and cooking fats, etc			40			
e. Ice cream			9			
f. Fat meats:						
Pork, whole sides			22			
Bacon (fat used)			25			
Salt pork (fat used)			28			
Pork sausage (fat used)			20			
g. Miscellaneous:						
Chocolate			27			
Nuts, except peanuts and chestnuts:						
Shelled			29			
Unshelled			12			
h. Salad dressing:						
Mayonnaise			40			
Boiled			30			

[2] Butter, cream, fat meats, oily nuts, chocolate, salad dressing.

GROUP VI

Miscellaneous

Kinds	Amount in		100-Calorie Portions per Pound	Total 100-Calorie Portions	Total Cost	Cost per 100-Calorie Portion
	Qt., Bu., Doz., etc.	Lbs.				

Summary for Use in Examining Food Supplies to See if They are Well Balanced

100-Calorie Portions

A. Items of interest:

1. Foods depended on for the greater part of the efficient protein. All foods in Group II.
   Total.....
2. All foods supplying protein, i.e., all but Group IV and Group V, a, c, and d.
   Total.....
3. Foods depended on for vitamin A:
   Milk (Group II, a)
   Eggs (Group II, d)
   Butter (Group V, a)
   Cream (Group V, b)
   Green-leaf vegetables (Group I, a and b)
   Total.....
4. Foods depended on for vitamin C:
   Green-leaf vegetables suitable to be eaten raw (Group I, a)
   Tomatoes, fresh or canned (Group I, c)

Citrus fruits (Group I, h)
Total.....
5. Foods which taken together supply most of the roughage:
Vegetables and fruits (Group I)
Whole-grain cereals (Group III, a)
Total.....
6*a*. Foods exceptionally rich in lime:
Milk, fresh and dried; buttermilk, etc., cheese of all kinds (Group II, b and c)
6*b*. Foods helpful in supplying lime:[3]
Green-leaf vegetables (Group I, a and b)
Also turnips, carrots, parsnips, beets, beans, fresh and dried (from Group I)
Oranges (Group I, h)
New Orleans molasses (Group IV, d)
Total.....
7. Foods depended on for the greater part of the iron:
Meats, including poultry and game, lean and medium-fat (Group II, i).....
Eggs (Group II, b).....
Vegetables and fruits (Group I)
Total.....
8. Foods depended on for most of the phosphorus:
Beans (Group I, g)
Milk (Group II, a)
Meats (lean and medium-fat) (Group II, i)
Cheese (Group II, c)
Eggs (Group II, d)
Whole-grain cereals (Group III, a)
Fish (Group II)
Nuts (Group II, j, k, l; V, g)
Total.....
B. Items of occasional interest:
9. All cereals (Group III).....
10. All sweets (Group IV).....
11. All fats and fat foods (Group V).....

Food for Camps

Camp managers can be of great assistance in exchanging bills-of-fare accompanied by lists of the foods required and their prices. Such bills-of-fare, however, can seldom be adopted without some change in the interest of either health or economy. Some camp managers have a free

[3] Take note of these only if milk and cheese are lacking.

hand as to expenditures and others must be very economical. We give below suggestions for examining the bills-of-fare and food supplies in accordance with the plan recommended in the foregoing part of this chapter.

An Inadequate List

A carefully prepared set of bills-of-fare and food materials was made out by a department store. The supplies were supposed to be enough for 180 persons, of whom 147 paid for their food, the remainder being employees working for either board or wages. The proportion of men, women, and children was not stated. We assume, for purposes of illustrating the method of examination, that they were half men or boys over twelve and half women or girls over twelve. The cost was about 42 cents per person per day. The following is a typical bill-of-fare:

Breakfast: Oatmeal Mush with Milk and Sugar, Fried Bacon, Oranges, Toast, Cocoa.
Dinner: Rice-tomato Soup, Roast Beef, Brown Gravy, Lettuce Salad, Blanc Mange, Bread.
Supper: Pork and Beans, Stewed Tomatoes, Fresh Rhubarb, Bread, Milk.

This bill-of-fare was accompanied by the following food list:

Oatmeal	12 lbs.	Salt	1 lb.
Milk	20 gal.	Pepper	4 oz.
Sugar	28 lbs.	Lettuce	65 lbs.
Bacon	43 lbs.	Oil	1 gal.
Potatoes	120 lbs.	Vinegar	½ gal.
Prunes	12 lbs.	Cornstarch	7 pkgs.
Rice	7 lbs.	Extract	2 oz.
Onions	3 lbs.	Beans	50 lbs.
Tomatoes	6 gal.	Molasses	1 qt.
Bread	130 lbs.	Rhubarb	40 lbs.
Beef roast	75 lbs.	Cocoa	5 lbs.
Flour	1 lb.		

The price of each of the above foods was given in a general list applicable to the entire food supply for a period of 10 weeks. These prices and also the number of 100-calorie portions obtained from each one of the foods is given in the following table. Ordinarily it would not be

necessary to calculate all these amounts, but the list is fully analyzed here for purposes of illustration.

Kinds	Amount in		100-Calorie Portions per Pound	Total 100-Calorie Portions	Total Cost	Cost per 100-Calorie Portion
	Qt., Bu., Doz., etc.	Lbs.				
GROUP I *Vegetables and Fruits*					*Dollars*	*Cents*
Potatoes		120	3	360	$1.65	Less than ½c
Tomatoes	6 gal.	48	1	48	1.80	3¾c
Onions		3	2	6	.04	About ¾c
Prunes		12	13	156	1.20	About ¾c
Lettuce		65	¾	48	3.25	Nearly 7c
Rhubarb		40	2	80	1.40	About ¾c
Beans		50	15	750	2.25	Less than ½c
GROUP II *Efficient Protein Foods*						
Milk	20 gal.	160	3	480	6.60	About 1½c
Beef, average		75	10	750	12.75	About 1¾c
GROUP III *Cereal Products*						
Oatmeal		12	18	216	.60	Less than ½c
Rice		7	16	112	.35	Less than ½c
Flour		1	16	16	.09	Less than ½c
Bread		130	12	1560	10.40	About ¾c
GROUP IV *Sweets*						
Molasses	1 qt.	3	13	39	.12	Less than ½c
Sugar		28	18	504	2.24	Less than ½c
GROUP V *Fats and Fat Foods*						
Bacon		43	25	1075	12.04	About 1 1/10c
Oil	1 gal.	8	40	320	1.15	About ½c
GROUP VI *Miscellaneous*						
Cornstarch		7	18	126	.80	About ¾c
Cocoa		5	22	110	.50	Less than ½c

Interpretation of the Table

Reference to the table on page 463 will show that there should be about 1,170 hundred-calorie portions of efficient-protein foods (7 in each man's ration and 6 in each woman's ration). There are, in fact, about 1,230 hundred-calorie portions supplied by the milk and the beef. Considering the very great variation in the composition of meat it would hardly be safe to reduce these foods unless other efficient-protein foods were to be added.

There should be in all about 3,240 hundred-calorie por-

tions of foods other than the fats and sweets (i.e., 16 in each woman's ration and 20 in each man's ration). There are, in fact, 4,818 such portions, of which the bread constitutes more than any other one food. The fats and sweets bring the total up to 6,756. This corresponds with 4,100 calories per-man-per-day, ample fuel even for boys who are playing hard in the out-of-doors.

Sweets provide only 543 calories which is far less than a tenth of the total calories (p. 462). Seven pounds of sugar or 126 hundred-calorie portions can safely be added which would make it possible to reduce the bread by 10 or 11 pounds.

Of the foods depended on for calcium (lime) there should be about 495 hundred-calorie portions (3 in each man's ration and 2½ in each woman's ration), if dependence is placed on milk or cheese; or about twice as many if dependence is placed only partly on these foods and partly on beans and other vegetables rich in lime. It will be seen that there are 480 hundred-calorie portions from milk, which is less than enough, but about 1,284 from the milk and onions, green-leaf vegetables, and beans. This is more than enough of the foods depended on for lime.

Of the foods depended on for iron there should be at least 1,305 hundred-calorie portions, dependence being placed on vegetables, fruits, eggs, and meat. In this dietary, vegetables, fruits, and the beef supply over 2,000 calories which indicates that the iron is unnecessarily high.

For phosphorus there should be the same number of hundred-calorie portions allowed as for iron. There are, in fact, 2,196 calories from the phosphorus-rich foods, i.e., beans, milk, meat, and whole-grain cereals.

Of foods depended on for vitamin A there should be about 800 hundred-calorie portions (5 in each man's ration and 4 in each woman's ration). The lettuce and the milk together supply only about 528 hundred-calorie portions. If our estimate is accepted there should be nearly 300 more such portions. Shall these be supplied by green-leaf vegetables or eggs or milk, or butter, or cream? Eggs and cream are often out of the question because of their cost. Milk is needed in this food list neither for efficient protein nor for lime. It would seem well, therefore, to add butter to the list of foods and it will require about 8 pounds.

Such an addition would make it desirable to reduce the bacon by 10 pounds.

Of the foods depended on for vitamin C there should be about 90 hundred-calorie portions. There are, in fact, 96 such portions, which are supplied by the tomatoes and the lettuce.

Roughage is present in sufficient amount as indicated by the fact that there are 1,694 hundred-calorie portions of vegetables and fruits and whole-grain cereals (oatmeal), while only about 1,300 are required, according to our estimate.

Recommendation. Add to the list of foods 8 pounds of butter for the purpose of bringing up the amount of vitamin A without increasing the protein, of which there is more than enough already. Add 7 pounds of sugar or a corresponding amount (126 hundred-calorie portions) of some other kind of sweet, such as sirup or jam, which will introduce a variety of flavor. The addition of these two substances will bring the fats and sweets more nearly to the amounts recommended on page 462. A certain amount of fat is believed to delay the return of hunger and sugar is a quickly absorbed fuel food very desirable for those who are expending large amounts of energy in walking and other forms of exercise. The use of the added fat and sugar might lead to a reduction of the amount of bread eaten. This would probably increase the attractiveness of the diet, which, as it stands, is rather too starchy to be palatable.

NOTE: The food value of the list of foods has been carefully calculated in the Bureau of Home Economics, U. S. Department of Agriculture. It is found to furnish 143 grams of protein, of which only 85 are considered necessary; 1 gram of calcium, of which only 0.68 gram is considered necessary; 27 milligrams of iron, of which only 15 are considered necessary; and 2.21 grams of phosphorus, of which only 1.32 are considered necessary. These calculated results are quite in accordance with the inferences drawn from noting the number of 100-calorie portions of foods of different kinds. If the change suggested—the addition of 8 pounds of butter and 7 pounds of sugar, were made, the protein would be brought down

to 137 grams, the calcium and iron would be affected very little, and the phosphorus would be about 2 grams.

An Adequate but Expensive List

Another list of bills-of-fare, prepared in this case by a committee of dietitians, is given below. These foods are somewhat more expensive, the cost being about 70 cents per person per day as distinguished from 42 cents in the food supply previously described. The prices are of little significance as they vary greatly with the time and place, but the list gives a good illustration of how prices can be safely cut. This food supply is for a period of two weeks and is intended for 25 boys over twelve years of age.

Since the efficient-protein foods are among the most expensive it is well to examine these first. They are found to supply about 950 calories per boy per day, an allowance which could be safely cut by about 200 calories. Since some of the efficient-protein foods cost from 5 to 10 cents per 100-calorie portion considerable saving is possible. All the mineral substances and also vitamin A show a safe margin, so the reduction of the efficient-protein foods can be made either in connection with the milk and cheese, or in connection with eggs and meat.

This list of foods as it stands provides 25 rations which furnish generous amounts of protein, minerals, and vitamins, but only 3,500 calories per man per day, less than active boys usually need. This is a good illustration, therefore, of a list of foods that can be safely enlarged by the use of candy or sweets.

The bills-of-fare submitted for the entire period of two weeks, with the required food material, and their prices, are given below.

Suggested Menus

Breakfast	*Dinner*	*Supper*
	SUNDAY	
Cantaloupe	Pan broiled chicken	Lettuce sandwiches
Corn flakes, top milk	Mashed potatoes, gravy	Cheese sandwiches
Soft cooked egg, toast	Buttered peas, bread and butter	Fruit
Milk or cocoa	Vanilla ice cream	Milk to drink
	Milk to drink	

Breakfast	*Dinner*	*Supper*
	MONDAY	
Baked apples Corn flakes, top milk Oatmeal (cooked in milk), milk Poached egg on toast Milk	Baked ham Buttered spinach Escalloped potatoes Bread and butter Sliced peaches Milk to drink	Creamed salmon on toast Toast Succotash Bread and butter Baked custard Milk to drink
	TUESDAY	
Cream of wheat and dates Scrambled eggs, toast Milk to drink	Rump roast Brown potatoes, gravy Sliced tomatoes Graham bread and butter Lemonade	Macaroni and cheese Cole slaw, bread and butter Apple sauce, gingerbread Milk to drink
	WEDNESDAY	
Stewed rhubarb Cornmeal mush, top milk Poached egg on toast Milk	Breaded veal cutlet Mashed potatoes New beets and beet tops Bread and butter Cherries (fresh or canned)	Split pea puree Graham bread and butter Cottage cheese Sliced oranges and cocoanut Cup cakes
	THURSDAY	
Bananas Shredded wheat, top milk Bacon, toast Milk	Fresh stew with vegetables Boiled potatoes Baking powder biscuits Creamy rice pudding Milk to drink	Baked potatoes Creamed eggs on toast Stewed apricots Cookies Milk to drink
	FRIDAY	
Stewed prunes Oatmeal, top milk French toast, syrup Milk	Baked beans Brown bread Escalloped tomatoes Apple dumplings, top milk	Baked potatoes Egg and lettuce salad Sliced peaches Milk to drink
	SATURDAY	
Oranges Corn flakes, top milk Soft cooked eggs, toast Milk	Broiled hamburg steak Creamed new onions Mashed potatoes Lemonade, cookies	Spaghetti with tomato and cheese sauce Lettuce Cottage pudding, milk
	SUNDAY	
Baked apples Oatmeal (cooked in milk) Bacon, toast Cocoa	Chicken fricassee Mashed potatoes Carrots and peas Rolls and butter Custard ice cream Milk	Peanut butter sandwiches Lettuce sandwiches Cookies Watermelon
	MONDAY	
Bananas Shredded wheat, top milk Scrambled eggs, toast Milk	Lamb stew with vegetables Sliced tomatoes Bread and butter Chocolate bread pudding Milk	Lettuce and egg salad Stewed lima beans Corn bread, syrup Milk

Breakfast	*Dinner*	*Supper*
	TUESDAY	
Cream of wheat and dates Soft cooked eggs, toast Milk	Baked ham Escalloped potatoes Cole slaw Bread and butter Sliced oranges and bananas	Baked potatoes Creamed chipped beef Bread and butter Apple sauce Molasses cookies Milk
	WEDNESDAY	
Stewed apricots Cornmeal mush, syrup	Broiled hamburg steak Boiled potatoes in cream gravy Browned carrots Fruit, milk	Potato salad Peanut butter sandwiches Rhubarb sauce
	THURSDAY	
Canned peaches with shredded wheat, top milk Toast Milk	Braised beef with vegetables Browned potatoes, gravy Bread and butter Caramel custard with caramel sauce	Spaghetti with tomato and cheese sauce Lettuce Bread and butter Watermelon
	FRIDAY	
Stewed prunes Oatmeal, milk French toast, syrup Milk	Salmon loaf Buttered potatoes Spinach with hard cooked eggs Bread and butter Lemonade	Lettuce and egg salad Bread and butter Stewed tomatoes Cottage pudding Milk
	SATURDAY	
Oranges Corn flakes, top milk Soft cooked eggs, toast Milk	Meat loaf, tomato sauce Mashed potatoes, string beans Bread and butter Berries, milk	Cheese toast Lettuce Apple sauce Gingerbread

Market List

		Lbs.
Milk, 70 gal. @ .45	$ 31.50	560
Eggs, 30 doz. @ .46	13.80	45
Cheese, 10 lbs. @ .27½	2.70	10
Butter, 20 lbs. @ .56	11.20	20
Oleo, 12 lbs. @ .40	4.80	12
Crisco, 12 lbs. @ .30	3.60	12
Ham, 2 9-lb. hams @ .38	6.84	18
Chicken, 20 lb. stew @ .35	7.00	20
Beef rump, 8 lb. @ .25	2.00	8
Chuck, 25 lb. @ .25	6.25	25
Dried, 6 lb. @ .70	4.20	6
Veal, 9 lbs. @ .30	2.70	9
Lamb, 15 lbs. @ .30	4.50	15
Bacon, 2 lbs. @ .55	1.10	2
Salmon, 1 doz. #1	4.00	12
Bread, 14 doz. sandwich loaves @ .17	28.56	168

		Lbs.
Flour, 1 #50 sack @ 16.50 per barrel	$4.13	50
Cornmeal, 8# @ 5½c	.44	8
Oatmeal, 6# @ 3.70 case of 24 #2	.48	6
Cream of wheat, 3 packages	.75	10.5
Shredded wheat, 9 boxes @ 4.90 case of 36	1.25	6.75
Corn flakes, 12 packages @ 4.90 case of 36	1.65	6
Cocoa, 2 lb. @ 41c	.82	2
Apricots, 6# dried @ .36	2.16	6
Prunes, 4# @ .24	.98	4
Dates, 4 boxes	.80	4
Apples, 1 box	5.00	40
Oranges, 1 box	7.00	79
Bananas, 1 bunch large	6.75	65
Cantaloupe, 1 case	6.00	45
Peaches, 6 cans #2¼	2.40	11
Lemons, 1 box	5.00	50
Cherries, 4 cans #2½	1.60	7.5
Berries, 4 cans #2½	1.60	7.5
Potatoes, 6 bushels new	30.00	330
Peas, 2 #10	1.20	12.75
Peas, 6 #2½	.93	11
Spinach, 2 #10	1.13	12.75
Spinach, 6 #2½	.88	11
Tomatoes, 7 #2½	1.75	13
Beets, 3 #2½	.48	5.50
Onions, 1 crate	2.00	50
Carrots, 2 doz	.65	3
Cabbage, 6 heads	.30	12
Beans, 7 #2 cans	1.00	14
Sugar, 50#	15.00	50
Sirup—corn, 1 #10 can	.80	10
Macaroni, ⅓ doz. pkg	.45	3
Coconut, 2 #2	.30	2
Baking powder, 1 #1	.90	
Salt, 2 sacks	.40	
Coconut, 2 #2	.40	2
P-Nut Butter, 2#	1.80	2
Spices, 2#	1.50	
	$245.43	

$245.43—$9.81 per capita
9.81— .233 per meal

Bill-of-Fare Making

If all the necessary materials are provided it is not necessary that they should be divided up equally among the various meals of the day. For example, there should be

regularly the required amount of iron in the diet but a little more for breakfast and a little less for supper, or a little less on Monday and a little more on Tuesday makes no difference. With the right materials provided the important matter is to put them together into attractive meals The following score card for meals has been prepared by Miss Miriam Birdseye, of the U. S. Department of Agriculture, and Miss Gertrude Conant, of the Arkansas Extension Service.

Menu-Building Score Card

Ease of preparation		15
Amount of time and attention required.		
Ease of serving and clearing away		10
Dishes and time required.		
Minimum duplication of food values in different dishes		15
Texture		15
Foods requiring chewing	5	
(Fibrous, crisp, or succulent.)		
Contrast in texture	10	
Background of softer foods.		
Flavor		15
Small number of highly flavored foods	5	
Meat flavorings, acids, sweets, and spices.		
Background of mild flavored foods	10	
Color		15
Avoiding monotony of color	10	
Avoiding clash of color	5	
Bulk		10
Sufficient to give a feeling of comfortable fullness.		
"Staying quality"		5
Sufficient to keep from premature hunger. This point should be considered in connection with the amount and kind of exercise taken.		

Camp Purchasing[1]

The following article by Mr. H. A. Gordon, Chief Camp Director, Kanohwahke Boy Scout Camps, Tuxedo, New York, gives valuable information for the guidance of camp directors and camp committees in purchasing commissary supplies:

One of the bigger phases of camping of today is the purchase of commissary supplies. Commissary supplies naturally divide themselves into the following: (A) Staple

[1] Reprinted from "Camps and Camping, 1923" by permission of the American Sports Publishing Company, 45 Rose St., New York City.

groceries. (B) Meats. (C) Dairy products. (D) Fruits and vegetables. (E) Breadstuffs.

The difficulty faced by novices in purchasing is their lack of knowledge of the trade terms used by merchants in describing the articles they have for sale. Therefore, if a camping enterprise is to be financially successful, it is necessary to develop either formally or informally some sort of specifications to be presented to the sellers when requesting them to furnish supplies.

Under "staple groceries" we buy canned fruits, canned vegetables, dried fruits, farinaceous foods, condiments, tea, coffee and cocoa.

Canned fruits are packed under six classifications, viz.:

(1) Special Extra—Only the largest and finest fruit with all preparation work performed to the greatest degree of nicety and canned in a syrup containing about fifty pounds of sugar to fifty pounds of water. Very few canners handle such a high grade and the expense is very great.

(2) Double Extra Standard—Packed with syrup containing forty pounds of sugar to sixty pounds of water and of slightly smaller size than No. 1.

(3) Extra Standard—Prime selection of fruit well ripened, even coloring, specially fine paring and preparation work, packed in 30 per cent syrup.

(4) Standard—Run of orchard fruit with slight variation in size and coloring, all culls eliminated, paring work of good quality and packed in a 20 per cent syrup.

(5) Sub-Standard—Contains hard fruit, uneven size, lacking uniformity in coloring, uneven pieces, low grade of paring work and packed in 10 per cent syrup.

(6) The leftovers, small pieces of hard and soft fruit, no uniformity of coloring, poor paring work and usually called "Pie."

Vegetables are classed as Extra Standard, Standard and Sub-Standard. It may be said here that some grocers refer to Extra Standard as "Fancy" and to Sub-standard as "Seconds."

Vegetables are packed in brines either of salt and water or sugar, salt and water. Not so much attention is paid to the liquor for vegetables as to the syrup for fruits.

The "Extra Standard" or "Fancy" grade of vegetables

requires that only prime material be used, that they be uniform in quality, very tender and of good flavor and coloring. The products must show proper care in preparation and the liquor must be clear.

"Standard" grade may be the run of good stock with less uniformity in selection, with the liquor slightly turbid, and there may be discoloration or breaking, due to processing. "Second" or "Sub-standard" grade is composed of wholesome, nutritive material that does not meet the requirements of the grades mentioned.

There are various classifications of individual vegetables, usually according to size; for instance, peas are graded according to sizes running in six numbers: (1) Usually termed "French Peas." (2) Extra sifted. (3) Sifted. (4) Early June. (5) Marrow fat. (6) Telephone, which is the largest size.

Lima beans are also classed in five sizes: Tiny, Fancy, Medium, Large and Mammoth. Further details on both canned fruits and vegetables may be secured by reading the Department of Commerce's Bulletin, Domestic Series No. 54, price 20 cents (no stamps), to be obtained from the Department of Commerce, Washington, D. C.

In meat classifications, beef is divided into the following:

(1) "Home Dressed"—Consists of cattle slaughtered locally and given only sufficient refrigeration to preserve it until delivery to the consumer. All cattle used are either raised in the local districts or are prime Western cattle shipped from the Mississippi Valley on the hoof and slaughtered in local plants.

(2) "Prime Western Beef"—Cattle raised in the corn belt of the Middle West and slaughtered in the great Central West packing houses, frozen and held in storage and shipped to the consumer in refrigerator cars.

(3) "Range Beef"—Cattle raised on the range without being fed any grain and slaughtered in the Middle West packing centers and handled in the same manner as prime Western beef. It is, however, rather tough and stringy and does not have the tenderness of grain-fed cattle.

The selection of beef in addition to the foregoing classification depends upon a knowledge of cuts. Practically every local butcher has a ready sale for choice cuts, such as sirloin, tea bone, porterhouse, delmonicos and rib roasts,

but they find that chuck roasts, flank roasts and other medium cuts move slower. Most butchers buy so-called "carcass beef" and are often willing to sell their slow moving cuts at the price of "carcass beef" or a very few cents above. These medium cuts are entirely satisfactory for camp use and show a great financial saving.

In the purchase of lamb, care must be exercised that only young stock is secured. Mutton is usually undesirable, excessively fat and not particularly tender. Legs of mutton can be readily distinguished by their larger size. In purchasing hams and shoulders the "skinned back" will usually prove to be a sufficiently high grade. In chopped meats, care should be used to specify that excessive fat meat or that containing gristle or bone will not be accepted.

Chickens, capons, fowls and old cocks are further classified into: Corn fed, Milk fed, and Good and Extra Fancy. They are also classified by the territory from which they come, such as "Western" and "South and Western." In addition to these they are dried and packed in ice. Where large quantities are used, extra fancy fowl will be found to give satisfaction. However, from the calorie standpoint, chicken, as compared with beef, lamb and pork, carries a relatively low nutritive value and can really only be justified on the camp menu as an occasional luxury.

Under "Dairy Products" we have fresh milk, evaporated milk, condensed milk, cheese, butter and eggs. Fresh milk is classified as follows: Certified, which comes from herds that are regularly inspected by the government for tuberculosis, under which circumstances it is considered a perfectly pure product without pasteurizing. The mortality of herds thus handled is so high that the expense makes the use of such milk practically prohibitive for large group use. Grade A milk is that which passes the pasteurizing process, carries more than the minimum requirements of butter fats and is practically sold only in bottles. Grade B milk carries the minimum butter fat requirements, 3.6 per cent, and is handled in forty-quart cans. This also passes through the pasteurizing process. Where milk is purchased from the farmers direct, the herd should be inspected as to its pasturage, drinking water, the care used in stabling and in milking. Milk should never be accepted from the dairy with the temperature above 50 degrees

Fahrenheit. In some states there is a law requiring such a temperature on delivery.

Condensed milk should carry 25 per cent sugar content. Evaporated milk should carry 7.8 per cent butter fat.

Butter is usually manufactured under what is termed 84 and 92 score. Eighty-four score butter carries more water than the 92 score. It is impractical to use it in warm weather. All camp requirements for butter should specify 92 score creamery. Cheese should be specified as "full cream," which means that it is made from unskimmed milk.

Eggs are probably one of the most difficult food products to properly specify. In the New York markets they are quoted in twenty-five to thirty classifications, the main grades of which are "Fresh Gathered," "New Jersey Hennery," "Nearby Hennery," "Other Nearby and Nearby Western," "Nearby Gathered," "Under Grades," "Pullets," "Pacific Coast," "Other Western and Southern Gathered" and "Refrigerator." All of these are whites; then we have "New Jersey Brown" as well as "Other Nearby and Western Brown." Under almost all of these main headings we have extras, extra firsts, seconds, lower grades, dirties number one, dirties number two, dirties numbe. three, candled and uncandled. A satisfactory specification is "Other Nearby and Nearby Western Hennery—Firsts."

Fresh fruits and vegetables are perhaps as difficult to purchase by specification as any article of food, for the reason that to secure satisfactory goods really depends upon personal inspection. In fruits, however, particularly oranges, grapefruit and lemons, a knowledge of sizes and number to a crate is indispensable. Oranges run 126, 150, 176, 200, 250, 324 to a box. The Florida oranges are those containing seeds, while California oranges are seedless. Lemons run 300, 360 to a box. A satisfactory orange for camp use is one running from 200 to 216 to a box.

Specifications for bread should call for spring wheat flour, pure leaf lard, granulated sugar, standard grade condensed milk and fresh yeast, baked with a uniform texture. A method of testing bread is to take a loaf twelve to twenty-four hours old, cut it in the middle and pressing between the hands mash the half loaf flat at the cut, which should immediately return to its normal form when pressure

is released. The odor of bread should show an entire absence of sourness.

Practically all farinaceous foods are prepared foods, such as corn flakes, rolled oats, cream of wheat, barley, etc. In the specifications for goods of this type the safest course to pursue is to specify some well-known brand of high character.

In rice we have whole polished rice, cracked polished rice and unpolished rice. Polished cracked rice is usually satisfactory.

Dry beans are classified under lima, large white, pea, marrow fat, red kidney and kintoke. All of these, of course, should be free from dirt and culls, uniform in color and of well-developed stock. This also applies to lentils and barley.

Condiments embrace vinegar, mayonnaise, Worcestershire sauce, extracts, etc. Specifications should call for such products to be absolutely pure and all of a uniform high grade. Well-known trade brands are the safest.

The dried fruits used in camps usually consist of prunes, apricots, raisins and figs. Prunes are of two divisions, California and Oregon. The California prune is the sweet prune, while the Oregon prune is the sour variety. Prunes are classified according to the number contained in a pound, beginning with 30–40 and running 30–40, 50–60, etc., up to 120 a pound. The first three grades carry practically the same amount of meat per pound, usually about 13¾ ounces, and for camp use a 70 to 80 specification is satisfactory. Apricots are classified under two divisions, one for color and the other for meat content. The Blenheim has a better color while the Mohr Park has more meat. The specification should be decided by personal choice. Peaches are peeled and unpeeled. Young people very rarely take kindly to an unpeeled peach. While it is the less expensive, yet it is more desirable to specify an unpeeled peach in order to get a product that campers will consume, which is, after all, the test for any food. Raisins are packed dried and in sugar. There are two divisions, one known as the "Thompson," called the "California raisin," and the other the "Sultana." The latter is imported from Turkey. The "Thompson" is the seedless raisin, superior in flavor and sweeter than the "Sultana." Raisins are also

"floated" and "re-cleaned." Both are processes of eliminating undesirable culls. Figs are classified as white and black for variety and are graded in five grades for size, called "three crown," "four crown," "five crown," up to and including "seven crown." The "three crown" is the smallest, measuring 1¼ inches, while the "seven crown" measures 2¾ inches.

In teas there is a large variety, known as China, Japan, India, Ceylon and Java teas. China teas are divided into North China and South China. All teas except Japan teas are divided into black teas and green teas. A black tea is one which is spread on wet canvas and then fermented in ovens which gives it a copper color. Green teas are those dried upon dry canvas, while Oolongs are started the same as black teas but fermentation arrested about midway. There are also "panned fired" and "basket fired." The panned fired teas are turned by machinery, while the basket fired are turned by hand. The basket fired is superior. India, Ceylon and Java teas are classified in three grades, known as Souschong, the lowest; Pekoe, the middle grade, and Orange Pekoe, the highest grade. Inasmuch as most tea for camps is used for ice tea, Pekoe is a good specification. The test of tea is, the darker the leaf in the cup the poorer the grade.

In coffees we have the bitter, most of which comes through the port of Rio de Janeiro, and the mild coffees, such as Santos, Maracaibo, Bogota, etc. Coffees are blended in order to give acidy taste, flavor and color. Specifications should call for blending on a percentage basis, depending upon which of the three requisites it is desired to bring out or repress.

Cocoa should carry 25 per cent fat and be free from cocoa shell.

The foregoing is only an outline of the detail which should be gone into and is given not so much with the idea of completeness as with the thought that it will show the reader the necessity of making further research on his own initiative.

More complete information may be secured by reference to the "Grocer's Answer Book," published by the Grocers' Trade Publishing House, 102 North Franklin Street, Chicago, Ill., price 50 cents, and also by following the New

York Commercial and other similar publications dealing with classifications and quotations on the various products in which you are interested.

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CHAPTER X

ACCOUNTING FOR CAMPS

Accounting for camps does not differ in its essentials from the accounting of institutions and businesses. There are, however, certain accounts and transactions peculiar to camps. This chapter, therefore, concerns itself with both the essential and distinctive features of camp accounting.

It is essential to realize, to begin with, that no one accounting system will fit all camps. No two camps are alike in every detail, there being differences in size, differences in personnel and management and differences in operation, so that a suitable system of accounting in one will fail to fit perfectly in any other. This fact becomes more apparent when one considers the various types of camps in existence.

Camps, generally, may be grouped under two main headings, first, private camps and second, community organization camps. Private camps include children's camps and adult camps, conducted for private gain. Community organization camps include church camps, settlement camps, fresh air camps, institutional camps (orphanages, girls' clubs, boys' clubs and juvenile aid societies), municipal camps, school and college camps, industrial camps and camps conducted by such organizations as the Girl Scouts of America, Boy Scouts of America, Young Women's Christian Association, Young Men's Christian Association, Young Men's Hebrew Association, Camp Fire Girls and others.

However, as stated, certain principles, accounts and transactions are fundamental to all camps, and these may be indicated in a general accounting plan. Accordingly, the subject has been treated under four main headings:

1. Classification of Accounts.

2. Books of Account.
3. Financial Statements.
4. Forms.

Effort has been made in many instances to show the application of general accounting principles to several types of camps but it is hoped that careful readers will be able to adjust the accounting plan outlined herein to meet their needs.

The ordinary processes of bookkeeping are described to some extent, but not sufficiently to enable an untrained person to open and conduct books. In other words, a knowledge of the general principles of double entry bookkeeping is presupposed.

Classification of Accounts

The purpose of the classification of accounts which follows is to present substantially all the asset, liability, capital, income and expense accounts which are ordinarily used in camps. It includes accounts to be used at both community organization and private camps so that more accounts are listed than are required at any one camp. The function of each account is defined and, where necessary, accompanied by a brief discussion of any special features.

Need may arise under certain circumstances for the use of special accounts such as "Trust Funds" and "Income from Trust Funds," but as these are not in common use, they have been omitted from this classification.

As stated, no two camps are exactly alike in all respects. It will be necessary, therefore, for those in charge of the accounting records to select from this classification such accounts as will be adequate for their needs.

If a person knows what accounts to select in order to summarize the results of bookkeeping to the best advantage and understands the function of each account, one still requires a knowledge of bookkeeping in order to be able to keep the books for a camp properly. The construction and use of the different books of original entry, ledgers and forms will be described later on.

1. Advertising Expense

Debit, with the cost of advertisements, booklets, publicity matter, etc., consumed during the period.

Credit, with the amount transferred to Income and Expense account when closing the books.

2. Appropriations

Debit, with the amount transferred to Income and Expense account when closing the books.

Credit, with the amount made available for camp use by the controlling organization.

Appropriations are usually made at the beginning of the season to meet the estimated requirements of the camp, or at the end of the season to meet any deficit.

3. Auditing Fees

Debit, with the cost of accounting and auditing services.

Credit, with the amount transfered to Income and Expense account when closing the books.

4. Bad Debts

Debit, with the amount of loss incurred on accounts ascertained to be uncollectible.

Credit, with the amount transferred to Income and Expense account when closing the books.

5. Books and Periodicals

Debit, with the cost of books, periodicals and newspapers.

Credit, with the amount transferred to Income and Expense account when closing the books.

Many camps have a library to which books are added from time to time. Inasmuch as all books are subjected to hard usage, it is usually not deemed advisable to consider them as part of the camp equipment. A more conservative policy would be to charge such purchases to an expense account called "Books and Periodicals."

6. Buildings and Improvements

Debit, (a) with the cost of buildings purchased.
(b) With the cost of construction of new buildings.
(c) with the cost of additions and improvements.

Credit, with the cost of buildings sold, destroyed, or discarded.

Where cost is unknown, an appraisal should be made and the appraised valuations recorded on the books. The principle governing the use of building accounts is that where buildings of sufficient value are used for a particular purpose, a separate account should be provided for each group. A list of building accounts follows:

A. Administration Building
B. Bungalows and Cabins
C. Infirmary
D. Garage
E. Laundry
F. Lodge
G. Miscellaneous Buildings
H. Power House
I. Stable
J. Tents and Platforms

7. Campaign Receipts

Debit, with the amount transferred to Income and Expense account when closing the books.
Credit, with the proceeds received from campaigns.

8. Campers Ledger Controlling Account

Debit, by summary entries, with all amounts chargeable to individual campers.
Credit, by summary entries, with all cash and other settlements.

9. Camp Publications

Debit, with the cost of printing, stationery, postage and other expenses incurred by the editorial staff.
Credit, (a) with the income from advertising, subscriptions, etc.
(b) with the amount transferred to Income and Expense account when closing the books.

10. Capital Accounts

Debit, with capital withdrawals and losses.
Credit, with capital contributions and income not drawn.
This account should be used in private camps operated as a sole proprietorship or a partnership. In the latter case a capital account should be opened for each partner.

11. Capital Stock

Debit, with the par value of stock retired.
Credit, with the par value of stock issued.
This account should be kept in an incorporated camp.

12. Care of Grounds

Debit, with the cost of keeping the tennis courts in condition for use, mowing the lawns, care of flower beds, etc.

Credit, with the amount transferred to Income and Expense account when closing the books.

13. Cash

Debit, with the amount of all cash received and deposited
Credit, with the total amount of money disbursed by checks.

14. Commissions Earned

Debit, with the amount transferred to Income and Expense account when closing the books.
Credit, with the amounts of commissions earned from sporting goods houses, etc.

15. Commission Expense

Debit, with the expense incurred for securing registrations of campers.
Credit, with the amount transferred to Income and Expense account when closing the books.

16. Courses

Debit, with the cost of supplies and other expenses, exclusive of salaries, incurred in conducting a course.
Credit, with income from campers, etc.
Debit or Credit, with the amount transferred to Income and Expense account when closing the books.
There are a variety of courses conducted at camps. Some of these are: Arts, Crafts, Nature Study and Dancing. A separate account should be kept for each course. Each account should be debited as indicated above and credited with the income where charges are made for enrollment in the course.

17. Departmental Expenses

Debit, with the cost of supplies which are consumed in a short time and with other expenses.
Credit, (a) with any income from parents, campers, etc.
(b) with the amount transferred to Income and Expense account when closing the books.
The accounts appearing under this heading are based on the property accounts ordinarily used in a camp. Where a department has equipment of sufficient value, accounts should be kept for both equipment and current expenses.
Each account should contain not only the cost of supplies, but also the cost of minor replacements of equipment. Substantial replacements of equipment should

be charged to the reserve for depreciation account. To illustrate: The purchase of a few paddles to replace those worn out should be charged to the Athletic Expense account. However, the purchase of a canoe to replace one worn out should be charged to the Reserve for Depreciation of Athletic Equipment. It is impossible to establish a distinct line of demarcation in all cases. The judgment of the person in charge will necessarily govern.

A list of departmental expense accounts follows:

A. *Athletic Expenses.*—This account should contain such items as bats, baseballs, basketballs, tennis nets, etc., and minor replacements of athletic equipment.

B. *Automobile Expenses.*—This account should contain such items as gasoline, oil, accessories, etc., and minor replacements of automobile equipment.

C. *Household Expenses.*—This account should contain such items as brushes, brooms, rakes, cleaning supplies, etc., and minor replacements of household equipment.

D. *Kitchen and Dining Room Expenses.*—This account should contain such items as fuel, ice, etc., and minor replacements of kitchen and dining room equipment.

E. *Laundry Expenses.*—This account should contain such items as soap, starch, bleaching agents, etc., and minor replacements of Laundry equipment.

F. *Medical Expenses.*—This account should contain such items as medicines, bandages, disinfectants, fees paid to dentists, etc., and minor replacements of medical equipment.

G. *Miscellaneous Operating Expenses.*—This account should contain such items of supplies and expenses as are not provided for in other departmental expense accounts.

H. *Motor Boat Expenses.*—This account should contain such items as gasoline, oil, accessories, etc., and minor replacements of motor boat equipment.

I. *Office Expenses.*—This account should contain such items as blank books, pens, pencils, ink, waste baskets, etc., and minor replacements of office equipment.

J. *Power House Expenses.*—This account should contain such items as small tools used in the power

house, small parts, etc., and minor replacements of power house equipment.

K. *Stable Expenses.*—This account should contain such items as feed, small stable supplies and tools, medical attention of horses, shoeing, etc., and minor replacements of stable equipment.

18. Departmental Salaries

Debit, with the cost of salaries, paid or accrued.

Credit with the amount transferred to Income and Expense account when closing the books.

The classification of salaries appearing below meets all the usual requirements of camps. Where a member of the staff engages in more than one kind of work, a division of salary should be made in the best possible manner and debited to the proper salary accounts. Thus, if a counsellor spends half his time as riding instructor, one-half of his salary should be charged to the stable salaries' account.

A. *Automobile Salaries.*—This account should contain the salaries of chauffeurs and automobile mechanics.

B. *Directors' Salaries.*—This account should contain the salaries paid or accrued to directors.

C. *Counsellors' Salaries.*—This account should contain the salaries of all counsellors. Where desired a division may be made into head counsellors, swimming counsellors, dramatic counsellors, etc.

D. *Household Salaries.*—This account should contain the salaries of all persons engaged in cleaning the various buildings and equipment.

E. *Kitchen and Dining Room Salaries.*—This account should contain the salaries of cook, assistant cook, bakers, waiters, dishwashers and all other kitchen and dining room employees.

F. *Laundry Salaries.*—This account should contain the salaries of all laundry employees.

G. *Medical Salaries.*—This account should contain the salaries of physician and nurse.

H. *Miscellaneous Salaries.*—This account should contain the salaries of handymen and others not provided for in other accounts.

I. *Office Salaries.*—This account should contain the salaries of bookkeepers, stenographers and other office employees.

J. *Power House Salaries.*—This account should con-

tain the salaries of the engineer and his assistants.

K. *Stable Salaries.*—This account should contain the salary of the riding instructor, etc.

19. Depreciation

Debit, with the amount of estimated depreciation.

Credit, with the amount transferred to Income and Expense account when closing the books.

Inasmuch as there are several types of assets subject to depreciation, a separate depreciation account should be established for each group, as follows:

A. Depreciation of Building and Improvements.
B. Depreciation of Equipment.
C. Depreciation of Land Improvements.

If desired, these groups may be further divided and a separate depreciation account kept for each building and for each class of equipr ent.

It is essential that depreciation be recognized as one of the costs of conducting a camp. Depreciation means the lessening in value of the physical property of the camp which has occurred during the period such property has been in use. The principal cause of such lessening in value may be said to be wear and tear due to use and to weather conditions.

Because of the element of depreciation, it will be necessary in time to purchase new property such as boats, canoes, etc., to take the place of old property which has worn out. Such purchases are not additions to the property of the camp, but represent replacements, so that the wearing out of camp property is as much a cost of conducting a camp as is the cost of food and salaries.

It would be manifestly unfair to charge the entire cost of replacements of property against the period in which it is purchased. Other periods have benefited by the use of such replaced property and should be charged with a proportionate share. It is the purpose of depreciation accounts, therefore, to prevent unfair distribution of costs between periods by including among the costs of each period the value of the service rendered by various kinds of camp property. This may be done in many ways but the most desirable method for camps is known as the straight-line method of depreciation. To illustrate: Assume that the cost

of a building is $5,000, the estimated life is 20 years, and the salvage value $500. The depreciation for each year is one-twentieth or 5 per cent of the difference between the cost and residual value, $4,500,—or $225.

The rate to be used for each type of camp property is subject to differences of opinion, but in all cases enough should be allowed to provide for the replacement of land improvements, buildings and equipment. Some of the rates we have been using are:

	Estimated Life (Years)	Annual Depreciation
Water System	20	5%
Buildings and improvements	20	5%
Administrative equipment	10	10%
Athletic equipment	10	10%
Automobiles	4	25%
Household equipment	10	10%
Kitchen and dining room equipment	10	10%
Laundry equipment	10	10%
Machinery and tools	10	10%
Miscellaneous equipment	10	10%
Motor boats and launches	10	10%
Medical equipment	10	10%
Power house equipment	10	10%
Stable equipment	5	20%

20. Depreciation of Leasehold

Debit, with the proportion of the cost of the leasehold which expired during the period.

Credit, with the amount transferred to Income and Expense account when closing the books.

21. Discount on Purchases

Debit, with the amount transferred to Income and Expense account when closing the books.

Credit, with the discounts taken upon payment of bills.

22. Donations

Debit, with the amount transferred to Income and Expense account when closing the books.

Credit, with the amounts received as gifts, contributions, etc.

23. ENTERTAINMENT

Debit, with the cost of reunions, special entertainers and lecturers, games, theatrical properties, etc.

Credit, (a) with all income from entertainments
(b) with the amount transferred to Income and Expense account when closing the books.

24. EQUIPMENT

Debit, with the cost of equipment purchased.

Credit, with the cost of equipment sold, destroyed or discarded.

Where the cost is unknown, an appraisal should be made and the appraised valuation recorded on the books. The principle governing the use of equipment accounts is that, where equipment of sufficient value is used for a particular purpose, a separate account should be provided for each type of equipment. It is also desirable to maintain separate equipment accounts where different rates of depreciation apply. A list of equipment accounts follows:

A. *Administrative Equipment.*—This account should contain the items used exclusively for administrative purposes such as desks, chairs, typewriters, safe, filing cabinets, mimeograph, etc.

B *Athletic Equipment.*—This account should contain such items as row boats, canoes, gymnasium apparatus, tennis rollers, floats, rafts, etc.

C. *Automobiles.*—This account should contain both passenger automobiles and automobile trucks.

D. *Household Equipment.*—This account should contain:
(a) Items used for sleeping purposes such as beds, mattresses and blankets.
(b) All appliances used for cleaning purposes such as vacuum cleaners.
(c) All furniture for general use.

E. *Kitchen and Dining Room Equipment.*—This account should contain such items as:
(a) Ranges, refrigerators, scales, kitchen utensils, etc.
(b) Items used for table purposes such as crockery, knives, forks, spoons, etc., and dining room furniture.

F. *Laundry Equipment.*—This account should contain all machines and appliances used in the laundry.

G. *Machinery and Tools.*—This account should contain machinery and tools in general use such as boilers, engines, motors and mechanic's tools.

H. *Medical Equipment.*—This account should contain all apparatus and instruments, beds, etc., used in the infirmary.

I. *Miscellaneous Equipment.*—This account should contain such items of equipment as cannot be properly included in the other equipment accounts.

J. *Motor Boats and Launches.*—This account should contain all motor boats and launches.

K. *Power House Equipment.*—This account should contain all machinery and tools used in the power house.

L. *Stable Equipment.*—This account should contain the cost of horses, wagons, harness and other incidental stable equipment.

25. Fees

Debit, with the amount transferred to Income and Expense account when closing the books.

Credit, with the amounts received for camp fees.

26. Food

Debit, with the cost of all food purchased.

Credit, with the amount transferred to Income and Expense account when closing the books.

27. Freight and Express

Debit, with the cost of freight, express and cartage.

Credit, (a) with all income from campers, counsellors, etc.

(b) with the amount transferred to Income and Expense account when closing the books.

Owing to the incompleteness of the information contained in many freight and express bills it is not possible to separate freight and express of campers and members of the staff from freight and express on camp equipment and supplies. Where such a division can be made satisfactorily it should be done and the following accounts opened:

A. Freight and Expressage Campers and Staff.

B. Freight and Express.

Such a division is particularly desirable in camps where campers and staff members are charged with expressage. Freight and express on equipment should be charged to the equipment account affected.

28. Guests' Board

Debit, with the amount transferred to Income and Expense account when closing the books.

Credit, with the income from meals and lodging of guests.

29. Guests' Ledger Controlling Account

Debit, by summary entries, with all amounts chargeable to guests for board and sundry items.

Credit, by summary entries, with all cash and other settlements.

30. Income and Expense

Debit, when closing the books, with the operating costs and expense accounts and the general and administrative expense accounts.

Credit, when closing the books with the operating and non-operating income accounts.

Transfer balance (debit or credit) if an unincorporated private camp, to partners' personal accounts in accordance with agreement. If incorporated, transfer to a surplus or a deficit account. If a community organization camp, transfer to a surplus or a deficit account.

31. Insurance Expense

Debit, when closing the books with the amount of insurance chargeable to the period.

Credit, with the balance transferred to Income and Expense account when closing the books.

32. Interest Accrued on Notes and Loans Payable

Debit, with payments of interest on notes and loans up to the amount of the accrual.

Credit, when closing the books with the amount of interest accrued on notes and loans payable.

33. Interest Accrued on Mortgage Payable

Debit, with payments of interest on mortgages up to the amount of the accrual.

Credit, when closing the books, with the amount of interest on mortgage accrued.

34. Interest on Bank Balances

Debit, with the amount transferred to Income and Expense account when closing the books.

Credit, with interest received from banks on deposits.

35. Interest on Mortgage Payable

Debit, with interest paid or accrued on mortgage payable.
Credit, with amount transferred to Income and Expense account when closing the books.

36. Interest on Notes and Loans Payable

Debit, with interest paid or accrued on notes and loans payable.
Credit, with the amount transferred to Income and Expense account when closing the books.

37. Interest on Notes and Loans Receivable

Debit, with the amount transferred to Income and Expense account when closing the books.
Credit, with interest received or accrued on notes and loans receivable.

38. Inventory Store or Canteen

Debit, when closing the books, with the inventory of goods in store at the end of the season (at this time credit store or canteen account).
Credit, when closing the books, with the inventory of goods in store at the beginning of the season (at this time debit store or canteen account).

39. Land

Debit, with the purchase price of the land at the time of acquisition and all expenses incidental thereto, such as title searching, insuring, commissions to real estate agents, etc. Where the cost is unknown an appraisal of the land should be made.
Credit, with the cost of land sold.

40. Land Improvements

Debit, with the cost of land improvements.
Credit, with the cost of land improvements destroyed or discarded.
Where the cost is unknown an appraisal should be made and the appraised valuation recorded on the books. This account should contain such items as tennis courts, water system, baseball field, etc. Where desirable, separate accounts may be opened for each type of improvement.

41. Leasehold

Debit, with the cost of the lease for a definite term of years.

Credit, with the cost of the expired portion for each period.

Leasehold contracts should be valued at purchase price and annual charges should be included among the expenses so that the leasehold will be written off at the time of expiration. To illustrate:—A camp pays $500 for the right to use a neighbor's property for a period of 10 years. This leasehold should be depreciated over the 10 years, each year's expenses including an item of $50 for depreciation of leasehold.

42. Loans Payable

Debit, with all settlements of loans payable.

Credit, with the total of each amount borrowed for camp use.

43. Loans Receivable

Debit, with the total of each amount loaned from camp funds.

Credit, with all settlements of loans receivable.

44. Miscellaneous General and Administrative Expenses

Debit, with the cost of general and administrative expenses, not provided for in other general and administrative expense accounts.

Credit, with the amount transferred to Income and Expense account when closing the books.

45. Miscellaneous Non-Operating Income

Debit, with the amount transferred to Income and Expense account when closing the books.

Credit, with non-operating income not provided for in other non-operating income accounts.

46. Miscellaneous Operating Income

Debit, with the amount transferred to Income and Expense account when closing the books.

Credit, with operating income not provided for in other operating income accounts.

47. Mortgage Payable

Debit, with payments which reduce the principal amount of the mortgage.

Credit, with the principal of mortgages assumed.

48. Notes Payable

Debit, with the face value of notes payable or other bills of exchange settled or renewed.

Credit, with the face value of all notes or bills of exchange issued.

49. Notes Receivable

Debit, with face value of all notes or bills of exchange received.

Credit, with the face value of all notes or bills of exchange settled, renewed or dishonored.

50. Parents' Ledger Controlling Account

Debit, by summary entries, with all amounts chargeable to individual parents for fees, transportation, refunds, etc.

Credit, by summary entries, with all cash and other settlements.

51. Personal Accounts of Proprietors or Officers

Debit, (a) with amounts drawn in cash.
(b) with personal expense bills paid from camp funds.
(c) with the amount of loss, if any, transferred from the Income and Expense account when closing the books.

Credit, (a) with the amounts temporarily deposited in camp funds.
(b) with the amount of net income, if any, transferred from the Income and Expense account when closing the books.

52. Petty Cash

Debit, with currency drawn from bank for use as petty cash.

Credit, with all expenditures made from such petty cash funds.

53. Postage

Debit, with the cost of postage.

Credit, (a) with income from sale of postage to campers, counsellors, etc.
(b) with the amount transferred to Income and Expense account when closing the books.

54. Prepaid Advertising

Debit, with the cost of all advertising, booklets, etc.

Credit, when closing the books, with the proportionate amount of advertising consumed during the period.

55. Prepaid Insurance

Debit, with the cost of all insurance.

Credit, (a) with insurance premiums refunded by the insurance companies.

(b) at the time of closing the books, with the proportion of insurance chargeable to the period.

56. Prizes

Debit, with the cost of medals, cups, emblems, etc., awarded to campers.

Credit, with the amount transferred to Income and Expense account when closing the books.

57. Purchase Ledger Controlling Account

Debit, by summary entries, with all cash, notes and other settlements made to creditors on account of purchases.

Credit, by summary entries, with items credited to individual creditor's accounts, such as purchases of food, supplies, equipment and other property or services.

58. Registration Deposits

Debit, (a) with refunds of registration deposits upon withdrawal of camper before the close of the current year.

(b) with balance of account transferred during the following year to Parents' Ledger Controlling Account.

Credit, with registration deposits received during the current year for enrollment in camp for the following year.

Many camp directors receive registration deposits during the current year for enrollment in camp for the following year. These deposits should be credited to the Registration Deposit Account. During the following year an entry should be made transferring the balance of the Registration Deposit account to the Parents' Ledger Controlling Account.

59. Repairs to Buildings and Improvements

Debit, with the cost of repairs.

Credit, with the amount transferred to Income and Expense account when closing the books.

Additions and improvements should be charged to Buildings and Improvements Account.

60. Repairs to Equipment

Debit, with the cost of repairs.

Credit, with the amount transferred to Income and Expense account when closing the books.

Purchases of new equipment should be charged to Equipment account.

61. Reserve for Depreciation of Buildings and Improvements

Debit, with the cost of replacements.

Credit, at the time of closing the books, with the amount of estimated depreciation of Buildings and Improvements for the period.

62. Reserve for Depreciation of Equipment

Debit, with the cost of replacements.

Credit, at the time of closing the books, with the amount of estimated depreciation of Equipment for the period.

63. Reserve for Depreciation of Land Improvements

Debit, with the cost of replacements.

Credit, at the time of closing the books, with the amount of estimated depreciation of Land Improvements for the period.

64. Riding Income

Debit, with the amount transferred to Income and Expense account when closing the books.

Credit, with the income from riding of campers, counsellors, etc.

65. Shampooing

Debit, with the cost of shampooing supplies, etc.

Credit, (a) with the income from campers, counsellors, etc.

(b) with the amount transferred to Income and Expense account when closing the books.

66. Staff Ledger Controlling Account

Debit, by summary entries, with all amounts chargeable to individual members of staff.

Credit, by summary entries, with all cash and other settlements.

67. Stationery and Printing

Debit, with the cost of stationery and printing.

Credit, (a) with the income from sales of stationery to campers, counsellors, etc.

(b) with the amount transferred to Income and Expense account when closing the books.

68. Store or Canteen

Debit, (a) with the cost of goods on hand at the opening of camp.

(b) with the cost of all purchases made for the purpose of resale to campers, counsellors, etc.

(c) with the amount of income, if any, transferred to Income and Expense account when closing the books.

Credit, (a) with the selling price of goods sold.

(b) with the inventory of goods on hand at the close of the camp season.

69. Surplus

Debit, (a) with the amount of dividends declared by the Board of Directors.

(b) when closing the books, with the balance of Income and Expense account, if a loss.

Credit, when closing the books, with the balance of the Income and Expense account, if a gain.

70. Taxes

Debit, with the amount of taxes paid or accrued.

Credit, with the amount transferred to Income and Expense account when closing the books.

71. Telephone and Telegraph

Debit, with the cost of telephone and telegraph.

Credit, (a) with the amount of income from campers, counsellors, etc., for use of telephone and telegraph.

(b) with the amount transferred to Income and Expense account when closing the books.

72. Transportation of Campers

Debit, with the cost of fares, food, etc., incurred in transporting campers to and from camp.

Credit, (a) with the total income from parents and campers for such transportation.

(b) with the amount transferred to Income and Expense account when closing the books.

73. Traveling Expenses—Staff

Debit, with the cost of railroad fares and other traveling expenses of employees.

Credit, (a) with any amounts recovered from members of staff.

(b) with the amount transferred to Income and Expense account when closing the books.

74. Trips

Debit, with the cost of all hikes, canoe trips, motor boat trips, automobile trips, horseback trips, etc.

Credit, (a) with all income from campers, counsellors, etc., for such trips.

(b) with the amount transferred to Income and Expense account when closing the books.

75. Tutoring

Debit, with the cost of tutoring, supplies, etc.

Credit, (a) with the income from tutoring, if any.

(b) with the amount transferred to Income and Expense account when closing the books.

Books and Records

The organization and conduct of a camp necessitates dealings between five distinct classes of individuals.

The first group may be called the proprietorship interest which contributes capital and service to the enterprise. In private camps, this interest consists of directors who conduct their camps as sole proprietorships, partnerships or corporations. In community organization camps, these interests are quite varied, as shown.

The second group consists of the parents of campers.

The third group consists of campers.

The fourth group is the camp staff which consists of counsellors, physician, nurse, kitchen and dining room employees and others who work for a salary return.

The fifth group consists of creditors who advance real or personal property or services to the camp upon promise of future settlement.

The need, therefore, of exact information regarding all business transactions with these groups of individuals is obvious. The amount of cash on hand must be known, from time to time, in order that payments may be made intelligently. It is necessary, at all times, to know the exact amount due from parents and campers together with all the transactions which comprise the balance due. Simi-

larly, information relative to the balance due to each creditor should be available at all times, with supporting data showing the various items which have resulted in bringing the liability to its amount. Also the balances of campers' spending money accounts and the accounts of members of the staff should be available immediately, together with supporting data. In fine, information must be available at once in respect to any specific financial transaction.

Further, every camp director must know, in dollars and cents, what he has accomplished and what his financial condition is at any time. This means that transactions must be recorded in such a way that the financial success, or lack of success in accomplishing the object of the camp, may be known, together with the reasons for the result.

The importance of this work cannot be overestimated, and it is only through the use of up-to-date accounting records adapted to the needs of camps that such essential information may be made available for use by camp directors.

Manifestly, the accounting requirements of a large camp will be greater than those of a small camp. Consequently the books used in each will vary somewhat.

The books of original entry listed below are for the purpose of recording transactions in the order of their occurrence and for classifying the transactions properly. The ledgers are used for the purpose of assembling the debit and credit items by accounts. The books and ledgers required in a large camp are:

Books of Original Entry

1. Income Record.
2. Purchase Book.
3. Cash Book.
4. Petty Cash Book.
5. Journal.

Ledgers

1. General Ledger.
2. Subsidiary Ledgers.
   - (a) Parents' Ledger.
   - (b) Campers' Ledger.
   - (c) Staff Ledger.
   - (d) Purchase Ledger.

Income Record. This book should contain a record of all charges made to parents, campers, guests and members of the staff. The column headings in the illustration appearing below will be found adequate for most camps. However, there are certain kinds of income transactions which occur with sufficient frequency to warrant the use of separate columns rather than to include them in the "Sundries" column. These are, Income from Boating, Tutoring, Medical Income, Riding, Shampooing, Entertainment, Laundry, Courses and Guests' Board. The Income Record is adaptable to the accounting needs of all private camps whether for adults or children and to all types of community organization camps except those of a charitable nature. In such cases an Income Record is not required.

DATE	NAME & EXPLANATION	LENGTH OF STAY FROM	LENGTH OF STAY TO	NO. OF WEEKS CAMPERS	NO. OF WEEKS OTHERS	F	PARENTS LEDGER	CAMPERS LEDGER	STAFF LEDGER	FEES
1923										
June 28	Smith, Wm. (Brooklyn)	July 1	Aug 31	9		✓	522 -			500 -
Aug 21	Smith, D. Spending Money	July 1	Aug 21					18 -		
Aug 2	Brown, John Counsellor	July 1	Aug 21		9				10 -	

TRANSPORTATION	FREIGHT AND EXPRESS	STORE	TRIPS	AUTOMOBILE INCOME	CAMP PUBLICATION	TELEPHONE AND TELEGRAPH	POSTAGE	SUNDRIES AMOUNT	SUNDRIES ACCOUNT
25 -	2 -							5 -	Shampooing
		1 -	3 -	10 -	2 -	1 -		1 -	Laundry
		5 -		4 -		1 -			

ILLUSTRATION No. 1.—Income Record.

Generally, entries are made in this book from four sources:

1. Duplicates of bills to parents.
2. Duplicates of guests' accounts.
3. Duplicates of campers' accounts.
4. Duplicates of staff members' accounts.

The same form of account is used in numbers 2, 3 and 4, but as the bookkeeping details in the different types of camps vary somewhat with respect to the Income Record, they will be considered separately.

Private Camps for Children. All bills to parents for items chargeable to them should be made out in duplicate. These duplicate bills, when ascertained to be correct, should

OFFICE COPY
NAME OF CAMP
ADDRESS

June 15 1923

Mr. William Smith,
1532 West End Ave.
NYC

CAMPERS NAME Dorothy

	$	
FEE	300	-
TRANSPORTATION TO CAMP	12	50
TRANSPORTATION FROM CAMP	12	50
EXPRESSAGE	2	-
RIDING		
TUTORING		
COURSES		
SPECIAL ITEMS		
Shampooing	5	-
TOTAL		332 -
CREDIT REGISTRATION		50 -
BALANCE		282 -

ALL CAMP FEES ARE DUE ON June 30, 1923
NO DEDUCTIONS WILL BE MADE FOR WITHDRAWALS.

ILLUSTRATION NO. 2.

be entered in the Income Record and properly distributed. Entry No. 1 shows the record made of the preceding bill sent to Mr. William Smith before the opening of camp for his daughter Dorothy who is enrolled in a private camp.

The total of the bill, before deduction of registration deposit, is entered in the "Parents' Ledger" column and the details distributed to the proper income columns. An account, see Illustration No. 10, is then opened in the Parents' Ledger and the total is posted to the debit of this account. A check mark should be made in the folio column to indicate that this has been done. The accounts in the Parents' Ledger will be treated more fully under the heading "Parents' Ledger."

Bills sent to parents during and at the end of the camp season should be entered and posted in the same manner.

The directors of many private children's camps often provide accommodations for parents and other adults. Accounts with such guests should be kept in duplicate in a separate ledger and entered in the Income Record when the guest leaves. The form for this ledger account is the same as that used for campers and staff members described below. Two additional columns should be provided,—a "Guest Ledger" column and a "Guest Board" column. Accounts with guests who are parents of campers should be entered in the "Guest Ledger" column and not in the "Parents' Ledger" column.

It is customary, in private camps for children, for directors to require the deposit of a small sum of money with them to be used by campers for incidental expenses. An account should be opened for each camper crediting the charges are made to their accounts as shown on page 511.

When campers leave, the spending money accounts should be completed as shown in illustration No. 3. The original should be sent to parents. The duplicate should be retained for entry in the Income Record. Before entering these, however, the total of the "Cash" column should be deducted from the total of the "Charges" column and the resulting balance entered in the Income Record and distributed as shown in entry No. 2.

Private Camps for Adults. As business dealings in the adult camp are with the campers themselves, the Parents'

NAME Smith, Dorothy

ADDRESS 4532 West End Ave, NYC

LOCATION Tent # 15

ARRIVED July 1, 1923 DEPARTED Aug. 31, 1923

REMARKS Junior

DATE	DESCRIPTION	F	CREDITS	BALANCE	CHARGES	CASH	STORE	TRIPS	AUTO EXCURSION INCOME	CAMP PUBLICATION	TELEPHONE & TELEGRAPH	SUNDRIES	REMARKS
1923													
July 1	Cash	Co.	25 -	25 -									
3	Cash	Pd.		24 -	1 -	1 -							
5	Flashlight			23	1		1 -						
8	Mountain Trip			20 -	3 -			3 -					
15	Phone to New York			19	1 -						1 -		
Aug 5	Camp Publication			17 -	2					2 -			
10	Trip to Cortland to Doctor			7	10 -				10 -				
15	Excess Laundry			6 -	1 -							1 -	Laundry
31	Cash			0 -	6 -	6 -							
			25 -		25 -	7 -	1 -	3 -	10 -	2 -	1 -	1 -	
	BALANCE RECEIVED $6.00												
	SIGNED Dorothy Smith												

ILLUSTRATION NO. 3

Ledger column should be omitted. The form of the account is the same as that used for campers' spending money accounts shown above and should contain charges for board as well as for incidentals. The items for board should be entered in both the "Charges" and "Sundries" columns. When the campers leave, the accounts should be completed and entered in the Income Record as described. Instead of using a "Fees" column, however, a "Board" column should be substituted in the Income Record.

Community Organization Camps. The principal source of income of community organization camps is usually from appropriations and donations rather than from campers' fees. However, many such camps do charge small fees and require a small deposit for spending money. Both the fees and the spending money transactions should be combined in one account, the fees being distributed to the "Sundries" column. When the campers leave, the accounts should be closed and entered in the Income Record in summary form.

Staff Accounts. Members of the staff generally incur expenses while at camp, or secure salary advances. These transactions necessitate the keeping of accounts with staff members. A typical account is shown on page 513. When the account of a staff member is settled, an entry should be made in the Income Record as shown in entry No. 3.

The following should be observed when using the columns appearing in the Income Record.

1. The date column should contain the date of the bill and the date when each account is closed.

2. When entering a bill to a parent, the name of the camper should also appear in parenthesis next to the parent's name in the "Name and Explanation" column. When a guest's account is entered, the word "Guest" should be written next to the name. In entering a camper's spending money account, the name of the camper should be followed by the word "Spending Account." When entering the account of a staff member, the position held by such staff member should be indicated.

3. The "Length of Stay" column should contain the date of arrival and date of departure of all campers, guests and staff members. The number of weeks spent at camp by campers should be entered in the "Campers" column. The

NAME Brown, John

ADDRESS Baltimore Ave., Boston, Mass.

LOCATION

ARRIVED July 1 1923 DEPARTED Aug 31 1923

REMARKS Counsellor

DATE	DESCRIPTION	F	CREDITS	BALANCE	CHARGES	CASH	STORE	TRIPS	AUTO INCOME	CAMP PUBLICATION	TELEPHONE TELEGRAPH	SUNDRIES	REMARKS
1923													
July 3	Cash deposited	C11	15 -	15 -									
10	Cash advanced	K11		5 -	10 -	10 -							
15	Shoes			0	5 -		5 -						A.G. Spalding Bill #56
30	Telephone			1 -	1 -						1 -		
31	Special trip to Boston	/		5 -	4 -				4 -				
Aug 31	Salary for season	J11	150 -	145 -									
31	Cash	C11		0	145 -	145 -							
			165 -		165	155	5 -		4 -		1 -		
	BALANCE RECEIVED $145.00												
	SIGNED John Brown												

ILLUSTRATION No. 4.—Staff Ledger Accounts

number of weeks spent at camp by guests and staff members should be entered in the "Others" column. Stays for part of a week should be indicated by the fractions 1/7, 2/7, etc.

4. The folio column should be used to indicate postings to the Parents' Ledger only.

5. The totals of the "Parents' Ledger," "Campers' Ledger" and "Staff Ledger" columns should be debited to their respective controlling accounts in the General Ledger.

6. The totals of the other columns, with the exception of cash, should be credited to their respective accounts in the General Ledger. The bookkeeping treatment of Cash will be shown when discussing the Cash and Petty Cash books. The items in the "Sundries" column should be summarized and posted to the proper accounts in the General Ledger from such summary.

Purchase Book. This book should contain a record of all purchase bills, properly approved. To indicate such approval, a rubber stamp, as follows, should be secured and stamped upon the face of each bill:

Received.....
Prices.....
Extensions.....
Total.....
Account charged.....
Entered P. B.....

It is preferable, whenever possible, to place orders in writing rather than by telephone. Order blanks, Form No. 7, should be used for this purpose. When orders are delivered at camp a receiving slip, Form No. 8, should be prepared by the person authorized to receive goods and given to the bookkeeper. Bills, when they arrive, should be compared at the office with the duplicate order slips and receiving slips, and if they correspond, the person making the comparison should initial the "Received" line. Receiving slips should be attached to bills. The prices, extensions and totals of each bill should then be verified, and the bookkeeper should indicate that this had been done by initialing the lines provided for these purposes. The account or accounts to be charged should be shown on each

bill and also the page on which each bill is entered. After bills are entered in the Purchase Book, they should be placed in an unpaid file. When paid, bills should be transferred to a paid bill file. A form of Purchase Book follows:

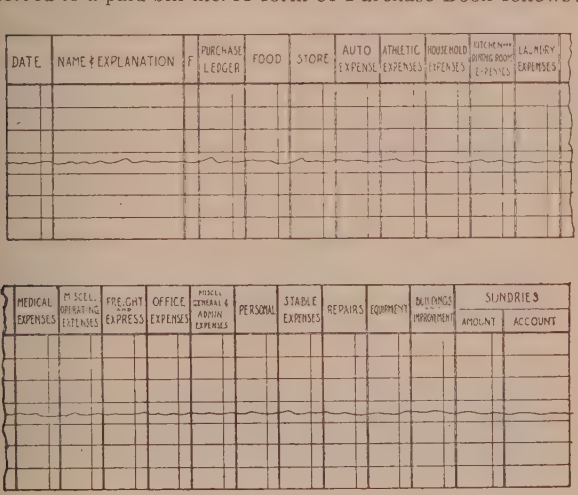


ILLUSTRATION NO. 5.—Purchase Book.

The headings in the Purchase Book will be found suitable for the needs of most camps. However, if certain transactions occur often enough to make the use of additional columns desirable, such columns should be set up.

An account should be opened for each creditor, Illustration No. 11, and the total of each bill credited to the proper accounts. To indicate that such postings have been made, a mark should be put in the folio column.

When closing the books, the total of the Purchase Ledger column should be credited to the Purchase Ledger Controlling account in the General Ledger. The totals of the other columns should be debited to the proper accounts in the General Ledger. The items in the "Sundries" column

may be posted to the General Ledger accounts in detail, or summarized and posted from such summary.

Cash Book. In order to avoid confusion in the handling of cash, it is essential that all cash received be deposited in the bank. Currency required for petty cash purposes should be obtained by drawing checks for that purpose and cashing them.

The Cash Book should contain a detailed record of cash deposited in banks and cash paid out by checks. This necessitates a division of the cash book into two parts, "Cash Receipts" and "Cash Payments" as shown in the following illustration:

CASH RECEIPTS

DATE	NAME & EXPLANATION	F	PARENTS LEDGER	CAMPERS LEDGER	STAFF LEDGER	GENERAL LEDGER	EXCHANGE			NET CASH	BANK A	BANK B

CASH PAYMENTS

DATE	NAME & EXPLANATION	CHECK NO	F	PURCHASE LEDGER	DISCOUNT	PARENTS LEDGER	CAMPERS LEDGER	STAFF LEDGER	GENERAL LEDGER	EXCHANGE	PETTY CASH	BANK A	BANK B

ILLUSTRATION No. 6.—Cash Book.

Cash receipts should be recorded on the debit or left pages. Cash payments by checks should be recorded on the credit or right pages.

The source of all Cash Book entries is the check book. Consequently all cash received, whether in the form of checks or currency, should be entered in detail in the check book. When checks are drawn, the check stubs should contain a complete record of the details of each payment.

The cash receipts should be copied from the check book into the cash book.

The details of each deposit are entered in the "Net Cash" column. Amounts received from parents in settlement of bills of campers should be distributed to the "Parents'

Ledger" column. Cash received for campers' spending money should be distributed to the "Campers' Ledger" column. Cash received from staff members for various purposes should be entered in the "Staff Ledger" column. The General Ledger column should contain items affecting various General Ledger accounts for which no columns have been provided. The "Exchanges" column should contain checks received in exchange for currency and currency received in exchange for checks. The cashing of checks for campers, staff members, etc., is a common practice. As already explained the Net Cash column contains the details of each deposit. When more than one bank account is kept, the total of each deposit should be extended into the column for the bank where the deposit is made.

When closing the books, the totals of the Parents', Campers' and Staff ledger columns should be credited to the respective controlling accounts in the General Ledger. The items in the General Ledger column should be credited to the General Ledger accounts affected.

The total of the "Exchanges" column should be credited to an "Exchanges" account in the General Ledger. The total of the "Net Cash" column should be debited to the Cash account in the General Ledger. The individual deposit columns should not be posted. They are included principally to facilitate checking of deposits with the bank statements.

The cash payments should be copied from the check book stubs. The "Date" column should contain the date of the check. The "Name & Explanation" column should contain the name of the payee, and such explanation as is necessary in each case. The number of each check issued should also be indicated in this column. The "Folio" column should contain a mark or page number indicating that the postings to ledgers have been made. The amount of each check should be entered in the proper bank column and distributed. The gross amount of bills paid to creditors should be entered in the "Purchase Ledger" column and the discount taken, if any, should be recorded in the "Discount" column. Payments to parents for refunds and other items should be entered in the "Parents' Ledger" column. Payments made to campers for various purposes

should be entered in the "Campers' Ledger" column. Payments to staff members for advances on salaries and for payment of salaries should appear in the "Staff Ledger" column. Checks issued in payment of loans, interest and other items affecting accounts in the General Ledger should be entered in the "General Ledger" column. The "Exchanges" column should contain all checks issued to campers, staff members, etc., in exchange for currency. The "Petty Cash" column should contain all amounts drawn for use as petty cash.

At the time of closing the books the totals of the Purchase, Parents', Campers' and Staff ledger columns should be debited to their respective controlling accounts in the General Ledger. Items in the "General Ledger" column should be posted in detail to the debit of the accounts affected. The "Exchanges" column should be debited in total to the "Exchanges" account in the General Ledger. The total of the "Petty Cash" column should be debited to the "Petty Cash" account in the General Ledger. The total of the "Discount" column should be credited to the "Discounts on Purchases" account in the General Ledger. The totals of the "Bank" columns should be credited separately to the "Cash" account in the General Ledger. The columnar headings of the Cash Book may be modified as required. Thus, in an adult camp the "Parents' Ledger" columns should be omitted.

Petty Cash Book. This book should contain a chronological record of currency drawn from the bank for use as petty cash and the expenditure of such currency. The Petty Cash Book should be arranged as shown on page 519.

The distribution of expenditures, as shown in this book, is adequate for the needs of most camps. However, additional columns may be set up as required. A petty cash voucher should be made out for each expenditure and signed by the person receiving the money. These petty cash slips should be numbered and entered consecutively in the Petty Cash Book. The "Date" column should contain the date of each receipt and payment of currency. The "Name & Explanation" column, when recording a receipt, should contain the name of the bank from which cash was drawn and the check number. In recording an expenditure, this column should contain the name of the payee, a

suitable explanation regarding the transaction and the petty cash voucher number. The "Folio" column should contain a mark indicating that postings to ledgers have been made. The total of each voucher should be entered in the "Total Payments" column and distributed. Expenditures affecting accounts for which no columns have been provided should be entered in the "Sundries" column.

The difference between the "Total Receipts" and "Total Payments" columns, after all items have been included, should correspond with the cash on hand.

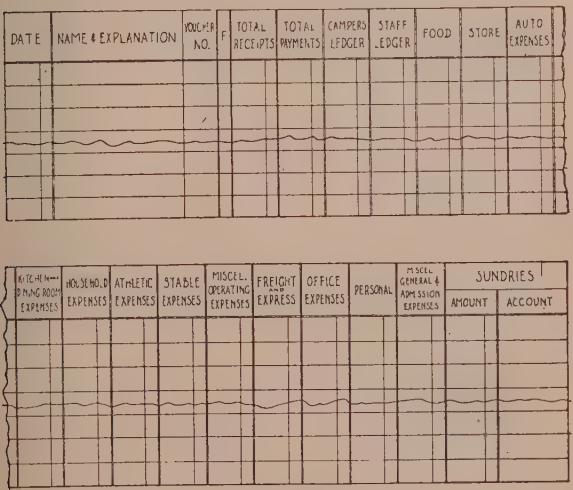


ILLUSTRATION No. 7.—Petty Cash Book.

The "Total Receipts" column is a memorandum column and should not be posted when closing the books. The total of the "Total Payments" column should be credited to the "Petty Cash" account in the General Ledger. The total of the other columns, except the "Sundries" column, should be posted to the debit of the General Ledger ac-

NOTE.—The third column from the end of illustration No. 7—Petty Cash Book (p. 519) should read: "Miscellaneous General and Administrative Expenses."

counts affected. The "Sundries" column should be summarized and postings made to the proper accounts in the General Ledger from such summary.

Journal. This book should contain opening, adjusting, closing and such other entries as are not provided for in other books, such as the record of salaries due to members of the staff, entries for depreciation, etc. The form of this book follows:

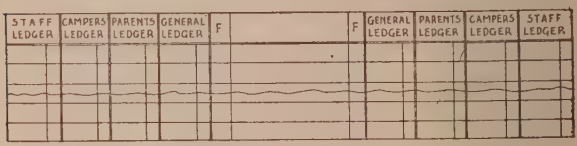


ILLUSTRATION No. 8.—Journal.

When closing the books the total of the "Parents, Campers and Staff Ledger" columns should be posted to their respective accounts in the General Ledger. The items in the General Ledger column are posted in detail to the General Ledger accounts affected.

The books of original entry and ledgers required at a small camp are:

Books of Original Entry

1. Income Record.
2. Cash Receipts Book.
3. Cash Payments Book.
4. Petty Cash Book.
5. Journal.

Ledgers

1. General Ledger.
2. Subsidiary Ledger.
   (a) Parents' Ledger.
   (b) Campers' Ledger.
   (c) Staff Ledger.

Instead of keeping a separate blank book for each class of transactions, it is often convenient to secure one blank book and divide it into five sections. Thus the transactions

for each year may be recorded within the limits of one bound book. Ledgers may also be combined, as will be shown in the discussion of ledgers.

The Purchase Book and Purchase Ledger, it will be observed, have been omitted. All bills are to be approved in the manner already shown. Instead of being entered anywhere, however, all approved bills should be filed in an unpaid bill file. Upon payment of bills, the amount paid should be entered in the Cash Payments Book and distributed. A form of such Cash Payments Book follows:

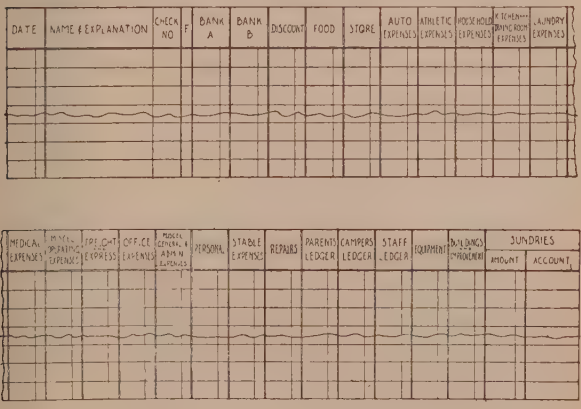


ILLUSTRATION No. 9.—Cash Payments Book.

The Cash Receipts Book is similar in operation to the Cash Receipt side of the Cash Book in a large camp. The Income Record, the Petty Cash Book and the Journal are kept in the same manner as in a large camp.

General Ledger. This ledger is used for grouping all the results of double entry bookkeeping in the form of accounts. The accounts to be kept in it are those which the camp director has selected from the "Classification of Accounts," as best meeting his requirements. These ac-

counts should be arranged and set up in the following order:

1. Asset Accounts.
2. Liability Accounts.
3. Personal Accounts.
4. Capital Accounts.
5. Income Accounts.
6. Expense Accounts.

The ledger to be used is of the ordinary bound-book variety. It should contain 150 or 300 pages, depending on the size of the camp. The form of the ledger sheet in this book is similar to Form No. 1.

Postings to this ledger should be made from the different books of original entry as shown in the discussion of the different books.

Parents' Ledger. This ledger should be loose-leaf. A separate account should be opened with the parent of each camper and should contain the parents' name and address. Postings to this ledger should be made only from parents ledger columns in all books of original entry. The balance of each account, if any, should show the amount due from each parent. The total of the balances of these accounts should agree with the balance of the Parents' Ledger Controlling account in the General Ledger, after all postings to both ledgers have been made. The following is a typical form of a parents' account:

NAME Smith, William ACCOUNT NO. 53

ADDRESS 4532 West End Ave, NYC SHEET NO.

DATE	DESCRIPTION	F	DEBITS	DATE	DESCRIPTION	F	CREDITS
1923 July 1	Sundries	DR	332 -	1923 May 10	Deposit	CR	50 -
Aug 31	Riding	DR	25 -	June 15	Cash	CR	282 -
				Sept 15	Cash	CR	25 -
			357 -				357 -

ILLUSTRATION NO. 10.

Campers' Ledger. This ledger should be loose-leaf, the form of the sheet being similar to Form No. 2. An account should be opened with each camper, which should contain the name, home address, location of the camper at camp, such as tent number, group number, etc., date of arrival and date of departure. In children's camps, the line for "Remarks" should be used for the classification of the camper, such as senior, intermediate, junior or midget. Each ledger account should be kept in duplicate, the second sheet being a carbon copy.

The columns provided in this form are adequate for the needs of most camps, but modifications may be made as required.

The "Date" column should contain the date of each transaction. An adequate description of each transaction should be entered in the "Description" column. The "Folio" column should contain a reference to the source of the entry. The "Credits" column should contain all cash received from campers and other items. The "Charges" column should contain the amount of each charge. For convenience in determining the balance of each account, a "Balance" column has been inserted. This balance column should be filled in after each debit and credit entry.

The items in the "Total Charges" column are entered from many sources such as Petty Cash Vouchers, Charge Vouchers, Trip Reports, creditors bills, etc. These items should be distributed to the various columns provided at the time of entry. The "Sundries" column should contain such items as are not provided for in other columns. The "Remarks" column should contain additional information for reference purposes such as the name of a creditor from whose bill a charge is made.

Illustration No. 3, under the discussion of the Income Record, shows how entries are made to these ledger accounts and how the ledger account should appear after it is closed. When the camper leaves camp and draws the balance of his account, that amount is entered next to the "Balance Received" at the bottom of the sheet and the camper signs underneath. The account is then added and ruled off. In many cases it is unnecessary to present the camper or parent with the distribution of charges. That part of the account, therefore, may be removed and

destroyed after closing. The duplicate is similarly ruled off and used as a basis for entry in the "Income Record" and is retained as a permanent record. The total of the balances of these accounts should agree with the balance of the Campers' Ledger Controlling Account in the General Ledger, after all postings to both ledgers have been made.

Staff Ledger. This ledger should be loose-leaf, ledger sheet Form No. 2. The bookkeeping entries are recorded in the same manner as explained in the discussion of the Campers' Ledger. The salaries of staff members should be credited to the accounts when determined.

Illustration No. 4, under the discussion of the "Income Record," shows how entries are made to these ledger accounts, and how the ledger account should appear after being closed. When the staff member leaves camp the procedure is the same as in the case of the camper. The duplicate is retained as a permanent record and as a basis for entry in the Income Record. This ledger should be kept in the same binder with the Campers' Ledger, within a separate index.

The total of the balances of these accounts should agree with the balance of the Staff Ledger Controlling Account in the General Ledger after all postings have been made.

Purchase Ledger. This ledger should be loose-leaf. A separate account should be opened with each creditor and should contain the creditor's name and address. Other pertinent information, such as special terms of payment, may also be included. Postings to the ledger should be

NAME Johnson, Jones & Co. ACCOUNT NO.
ADDRESS Boston, Mass. SHEET NO.

DATE	DESCRIPTION	F	DEBITS	DATE	DESCRIPTION	F	CREDITS
1925 July 15	Cash	C15	150 -	1925 July 1		P5	150 -
Aug 7	Cash	C21	75 36	10		P7	75 36
				15		P12	87 -

ILLUSTRATION NO. 11.

made from purchase ledger columns in all books of original entry. The balance of each account should show the amount due each creditor for unpaid bills. This ledger should be kept in the same binder with the Parents' Ledger, but within a separate index. The total of the balances of these accounts should agree with the balance of the Purchase Ledger Controlling Account in the General Ledger, after all postings to both ledgers have been made. A typical creditor's account is shown on page 524.

Financial Statements

The main purposes for which books are kept at camps are:

1. To disclose the financial condition of the camp at any date. This is done by means of a statement known as the Balance Sheet.

2. To disclose the results of financial activities and endeavors for any period. This is done by means of a statement known as the Statement of Income & Expenses.

To this end the whole scheme and method of account-keeping, as shown, is designed chiefly to collect the details for the purpose of building up a summary, which shall give in rapid review the entire record for the camp season. When all books have been properly closed and all postings made to the General Ledger, it contains all the accounts necessary for the preparation of such a summary which is displayed in the two basic financial statements, the Balance Sheet and the Statement of Income and Expenses.

The Balance Sheet discloses in classified form the financial condition of the camp at a particular date. First in this statement appear the assets of the camp. Then come the liabilities, the total of which is deducted from the total assets. The difference represents the net worth of the camp.

The assets are grouped under three main headings: First are the Capital Assets, i.e., those representing permanent investment in the camp. These are land, land improvements, buildings and improvements and equipment. The schedules supporting such capital assets indicate in detail the different types of property owned.

The second group of assets is known as Current Assets and consists of such items as cash in banks, cash on hand,

amounts due from parents and campers and the inventory of unsold goods in the camp store.

The third group of assets is known as Deferred Assets. These consist of expense items that have not been entirely used up, such as prepaid insurance, prepaid advertising, inventory of unused art supplies, etc.

The sum of these three groups of assets gives the total values employed in the camp.

The liabilities are divided into two groups. First are the Capital Liabilities such as Mortgages Payable. Then come the Current Liabilities such as accounts payable, notes payable, interest accrued on mortgages, interest accrued on notes, etc.

The sum of these two groups gives the total liabilities.

As stated above, the difference between the total assets and the total liabilities represents the net worth of the camp.

The Balance Sheet (p. 527) was prepared in accordance with the classification of accounts presented, and discloses the financial condition of "Camp 'A' Inc.," an incorporated private camp, at December 31, 1923.

Schedule A-4 Accounts Receivable, A-5 Accounts Payable, A-6 Notes Payable and A-7 Registration Deposits, should contain the names of the debtors and creditors, amounts, also any other desired data in support of the figures appearing in the Balance Sheet.

The Statement of Income & Expenses gives a summary view of the results of transactions over a period.

This statement should be divided into four main groups. The first consists of all operating income which includes the income from fees and other sources such as profit on camp store, board of guests, profit on riding, etc. The sum of these items gives the Total Operating Income.

The next section consists of operating expenses. This contains first, the dining room expenses, second, the property expenses, third, counsellors' salaries and last the operating overhead. The sum of these items constitute the total operating expenses, which when deducted from the total operating income leave a gross income (or loss) from operations.

The third group contains the general and administrative expenses of the camp. The total of such expenses, when deducted from the gross income from operations, leaves a net income (or loss) from operations.

CAMP "A" INC.

BALANCE SHEET

As at December 31, 1923

ASSETS

CAPITAL ASSETS		
Land		$ 6,000.00
Land Improvements (Schedule A-1)		2,640.00
Buildings and Improvements (Schedule A-2)		34,075.00
Equipment (Schedule A-3)		13,500.00
Total Capital Assets		$56,215.00
CURRENT ASSETS		
Cash—Traders Bank $5,000.00		
Union National Bank 4,750.00		
On Hand 45.00		
	$ 9,795.00	
Accounts receivable (Schedule A-4)	460.00	
Inventory—Store	300.00	
Total Current Assets		10,555.00
DEFERRED ASSETS		
Prepaid Insurance	250.00	
Prepaid Advertising	100.00	
Supplies—Art Course	50.00	
Total Deferred Assets		400.00
Total Assets		$67,170.00

LIABILITIES

CAPITAL LIABILITIES		
First Mortgage Payable $3,000.00		
Second Mortgage Payable 1,000.00		
Total Capital Liabilities	$ 4,000.00	
CURRENT LIABILITIES		
Accounts Payable (Schedule A-5) $1,200.00		
Notes Payable (Schedule A-6) 1,500.00		
Interest Accrued on Mortgages 180.00		
Interest Accrued on Notes Payable 90.00		
Registration Deposits (Schedule A-7) 200.00		
Total Current Liabilities	3,170.00	
Total Liabilities		7,170.00
Net Worth		$60,000.00
REPRESENTED BY:		
Capital Stock Issued and Outstanding	$50,000.00	
Surplus, as per Exhibit B	10,000.00	
Total, as above	$60,000.00	

EXHIBIT A

CAMP "A" INC.

SCHEDULES

DECEMBER 31, 1923

		Cost	Reserve for Depreciation	Net Value
A-1	LAND IMPROVEMENTS			
	Water System	$ 1,500.00	$ 60.00	$ 1,440.00
	Baseball Field	750.00	30.00	720.00
	Tennis Courts	500.00	20.00	480.00
	Total	$ 2,750.00	$ 110.00	$ 2,640.00
A-2	BUILDINGS AND IMPROVEMENTS			
	Lodge	$10,000.00	$ 500.00	$ 9,500.00
	Bungalows and Cabins	10,000.00	500.00	9,500.00
	Administration Building	1,000.00	50.00	950.00
	Power House	3,000.00	150.00	2,850.00
	Infirmary	2,000.00	100.00	1,900.00
	Laundry	2,000.00	100.00	1,900.00
	Garage	1,500.00	75.00	1,425.00
	Tents and Platforms	2,500.00	250.00	2,250.00
	Miscellaneous Buildings	4,000.00	200.00	3,800.00
	Total	$36,000.00	$1,925.00	$34,075.00
A-3	EQUIPMENT			
	Household	$ 3,500.00	$ 350.00	$ 3,150.00
	Kitchen and Dining Room	2,500.00	250.00	2,250.00
	Laundry	1,000.00	100.00	900.00
	Power House	2,500.00	250.00	2,250.00
	Administrative	750.00	75.00	675.00
	Medical	500.00	50.00	450.00
	Athletic	2,000.00	200.00	1,800.00
	Automobile	1,500.00	375.00	1,125.00
	Miscellaneous	1,000.00	100.00	900.00
	Total	$15,250.00	$1,750.00	$13,500.00

To this net income from operations should be added the total non-operating income appearing in the fourth section in order to arrive at the net income of the camp. Non-operating income consists of such items as interest on bank balances, commissions and discounts taken upon payment of bills.

The following Statement of Income & Expenses was prepared in accordance with the classification of accounts

presented and discloses the results of financial activities of Camp "A" Inc., for the calendar year 1923.

CAMP "A" INC.
STATEMENT OF INCOME & EXPENSES
FOR THE YEAR ENDED DECEMBER 31, 1923

OPERATING INCOME			
Fees			$35,000.00
Other Operating Income (Schedule B-1)			1,050.00
Total Operating Income			$36,050.00
OPERATING EXPENSES			
Dining Room			
Food	$6,900.00		
Salaries	2,300.00		
Expenses	300.00	$9,500.00	
Property Expenses (Schedule B-2)		6,250.00	
Counsellors Salaries		2,500.00	
Overhead			
Household Expenses	$ 250.00		
Athletic Expenses	100.00		
General Expenses	300.00		
Medical			
Salaries $300.00			
Expenses 75.00	375.00		
Laundry			
Salaries $450.00			
Expenses 100.00	550.00		
Power house			
Salaries $400.00			
Expenses 100.00	500.00		
Miscellaneous Salaries	1,300.00		
Automobile Expenses	700.00		
Freight and Express	350.00		
Entertainment	200.00		
Traveling Expenses, Staff,	300.00		
Prizes	125.00		
Trips	150.00		
Miscellaneous Operating Expenses	400.00		
Total Overhead		5,600.00	
Total Operating Expenses			23,850.00
GROSS INCOME FROM OPERATIONS (FORWARD)			12,200.00

GROSS INCOME FROM OPERATIONS (FORWARDED)...		12,200.00
GENERAL AND ADMINISTRATIVE EXPENSES		
Advertising	$ 800.00	
Office Salaries	600.00	
Office Expenses	200.00	
Stationery and Printing	200.00	
Telephone and Telegraph	200.00	
Postage	100.00	
Auditing Fees	250.00	
Legal Fees	150.00	
Interest on Notes Payable	50.00	
Miscellaneous General and Administrative Expenses.	450.00	
Total General and Administrative Expenses		3,000.00
NET INCOME FROM OPERATIONS		$ 9,200.00
ADD: NON-OPERATING INCOME (SCHEDULE B-3)		800.00
NET INCOME		$10,000.00

EXHIBIT B

CAMP "A" INC.

SCHEDULES

DECEMBER 31, 1923

B-1 OTHER OPERATING INCOME

Riding	$ 500.00
Art Course	50.00
Store	300.00
Shampooing	50.00
Camp Publication	150.00
Total	$1,050.00

B-2 PROPERTY EXPENSES

Care of Grounds	$ 300.00	
Depreciation of Land Improvements	110.00	$ 410.00
Repairs to Buildings	$ 500.00	
Depreciation of Buildings	1,925.00	2,425.00
Repairs to Equipment	$ 600.00	
Depreciation of Equipment	1,750.00	2,350.00
Interest on Mortgages		270.00
Insurance		295.00
Taxes		500.00
Total		$6,250.00

B-3 NON-OPERATING INCOME

Interest on Bank Balances	$ 500.00
Commissions Earned	200.00
Discount on Purchases	100.00
Total	$ 800.00

In community organization camps the form of the Statement of Income & Expenses may be modified. It would not be necessary in charitable camps, or camps which receive their entire income from appropriations, to use both an "Operating Income" and a "Non-Operating Income" section. Then, too, community organization camps which receive part of their income in fees from campers and in part from appropriations and donations may desire to know to what extent the fees failed to meet the expense requirements of the camp. In such cases, fees should be included in the "Operating Income" section and appropriations and donations in the "Non-Operating" section. However, the expenses of all camps should be grouped as illustrated.

When all income and expenses of a camp have been assembled in a Statement of Income & Expenses, it is possible to secure from this statement much information of value not only in respect to the campers as a whole but also in respect to some standard unit of measurement. This unit of measurement is the camper-week. In scout camps, this unit of measurement is called the Scout-week.

Reference to the Income Record will show that the length of stay of each camper is indicated by weeks or fractions thereof in the "Length of Stay" column. By adding the part of this column relating to campers, the number of camper-week units is determined. The total of such units is divided into the aggregate amounts of income and expenses appearing in the Income & Expense Statement, thus obtaining a camper-week income and camper-week expenses.

To illustrate the use of camper-week units, assume that "Camp 'A' Inc." had an average attendance of 100 campers each week and that it is a nine-week camp. The total units, therefore, is 900 camper-weeks. Dividing this

amount into the various groups of income and expenses, the following important data can be obtained:

CAMP "A" INC.

STATEMENT OF INCOME & EXPENSES PER CAMPER-WEEK

FOR THE YEAR ENDED DECEMBER 31, 1923

	Total	*Per Camper-week*
OPERATING INCOME		
Fees	$35,000.00	$38.89
Other Operating Income	1,050.00	1.16
Total Operating Income	$36,050.00	$40.05
OPERATING EXPENSES		
Dining Room	$ 9,500.00	$10.56
Property Expenses	6,250.00	6.94
Counsellors Salaries	2,500.00	2.78
Overhead	5,600.00	6.22
Total Operating Expenses	$23,850.00	$26.50
GROSS INCOME FROM OPERATIONS	$12,200.00	$13.55
GENERAL AND ADMINISTRATIVE EXPENSES	3,000.00	3.33
NET INCOME FROM OPERATIONS	$ 9,200.00	$10.22
NON-OPERATING INCOME	800.00	.89
NET INCOME	$10,000.00	$11.11

Where desired, per camper expenses may be determined in respect to individual accounts such as medical expenses per camper, laundry expenses per camper, etc.

Forms

It should be noted that the forms presented, while selected from those in actual use, are for purposes of illustration and there is no absolute rule preventing modification either in caption, size, color or general arrange-

ment to meet special requirements. A list of forms follows:

1. Standard Ledger Sheet.
2. Columnar Ledger Sheet.
3. Bill.
4. Petty Cash Voucher.
5. Charge Voucher.
6. Trip Report.
7. Order Blank.
8. Receiving Slip.
9. Rubber Stamp.
10. Application for Membership.
11. Advertising Contract.
12. Statement.
13. Requisition Blank.
14. Inventory Blank.

NAME_____ ACCOUNT NO._____

ADDRESS _____ SHEET NO._____

DATE	DESCRIPTION	F	DEBITS	DATE	DESCRIPTION	F	CREDITS

FORM 1.—Standard Ledger Sheet.

NAME _____

ADDRESS _____ LOCATION _____

ARRIVED _____ DEPARTED _____ REMARKS _____

DATE	DESCRIPTION	F	CREDITS	BALANCE	CHARGES	CASH	STORE	TRIPS	AUTO INCOME	CAMP EDUCATION	TELEPHONE TELEGRAPH	SUNDRIES	REMARKS
	BALANCE RECEIVED												
	SIGNED												

FORM 2.—Columnar Ledger Sheet. This ledger sheet should be printed in duplicate, each being of a different color. The original, only, should be perforated as indicated above by the dotted lines. Where directors do not wish to submit copies of accounts to campers, staff members, etc., duplicates and perforations are unnecessary.

NAME OF CAMP.
ADDRESS

_____ 192__

M_____

_____

CAMPER'S NAME_____

CAMP FEE FROM_____ TO_____				
TRANSPORTATION TO CAMP_____				
TRANSPORTATION FROM CAMP_____				
RIDING_____				
TUTORING_____				
COURSES_____				
SPECIAL ITEMS_____				
_____				
_____				
_____				
_____				
_____				
_____				
CREDIT REGISTRATION DEPOSIT_____				
BALANCE_____				

ALL CAMP FEES ARE DUE ON _____ NO DEDUCTIONS WILL BE ALLOWED FOR WITHDRAWALS.

FORM 3.—Bill. This form should be prepared in duplicate, each being of a different color.

Petty Cash Voucher

No..... .....192..

Pay to..... $.....

For.....

.....

....

Approved by Received by

FORM 4. Petty Cash Voucher. The petty cash voucher should be used for petty cash disbursements only, and numbered consecutively.

Charge Voucher

No..... .....192..

Name..... $.....

For..... .....

.....

.....

....

Approved by Signature

FORM 5. Charge Voucher. The charge voucher should be of a different color than the petty cash voucher. They should be used for making charges to campers, staff members, etc., other than for cash advances. After being signed or approved, they will serve as the basis of an entry to the ledger account of the person affected.

TRIP REPORT

NAME OF CAMP

NO. _____ ADDRESS _____ 192

KIND OF TRIP _____ DESTINATION _____ DATE FROM _____ TO _____

CHARGES TO CAMPERS	AMOUNT	EXPENDITURES DESCRIPTION	AMOUNT
TOTAL			

CHARGES TO COUNSELLORS	AMOUNT		
TOTAL			

SUMMARY	AMOUNT		
CASH RECEIVED			
EXPENDITURES			
CHARGES TO CAMPERS			
CHARGES TO COUNSELLORS			
TRIP EXPENSES			
BALANCE REFUNDED		TOTAL	

APPROVED BY _____ PREPARED BY _____

FORM 6.—Trip Report. This form should be used for hikes, canoe trips, etc.

NAME OF CAMP
ADDRESS

PURCHASE ORDER NO. _____
YOUR INVOICE MUST BEAR THIS NUMBER

TO _____ _____ 192__

PLEASE DELIVER MATERIALS LISTED BELOW TO_____
SEND BILL TO _____
SHIP VIA _____ WHEN _____

QUANTITY	DESCRIPTION	PRICE	AMOUNT

APPROVED BY

ORDERED BY

FORM 7.—Order Blank. A written order, signed by the proper authorities, should be made out for each purchase in triplicate, each copy being of a different color. The original should be sent to the creditor, the duplicate to the office for comparison with the invoice and the triplicate to the receiving department.

RECEIVING SLIP
NAME OF CAMP
ADDRESS

_____ 192__

RECEIVED FROM _____

VIA _____ CHARGES _____
THE FOLLOWING IN GOOD ORDER :

QUANTITY	DESCRIPTION

REMARKS:

_____
RECEIVED BY

FORM 8.—Receiving Slip. All deliveries should be made to one designated spot at camp. The person in charge should fill out a receiving slip, compare it with copy of order, note exceptions such as shortages, damages, etc., and send to office.

Received.....

Prices.....

Extensions.....

Total.....

Account charged.....

Entered P. B.....

FORM 9. Rubber Stamp for Bills

APPLICATION FOR MEMBERSHIP
Name of Camp
Address

.....192..

I hereby request that you enroll my.....
in.....(*Name of Camp*)..... for the season 192...
Name.....(*Son, daughter*).....
Date of birth.....
School.....
Physical condition.....
Special remarks:
Limitation of Athletics.....
Tutoring.....
Home address.....
Home telephone.....
Business address.....
Business telephone.....
I agree to pay the camp fee of $..... and enclose my check for $..... as a registration deposit. The balance will be paid not later than.....
.....
Signature
References.....
.....

FORM 10. Application for Membership.

ADVERTISING CONTRACT
NAME OF CAMP
ADDRESS

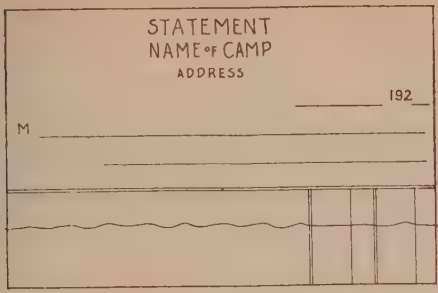
RATES
FULL PAGE $___
HALF PAGE___
QUARTER PAGE___
EIGHTH PAGE___
SIXTEENTH PAGE___

_____ 192___

PLEASE INSERT_____PAGE ADVERTISEMENT IN THE (NAME OF PUBLICATION) FOR WHICH I/WE AGREE TO PAY THE SUM OF $_____.

NAME._____
ADDRESS _____

FORM 11.—Advertising contract for camp publication.


STATEMENT
NAME OF CAMP
ADDRESS

_____ 192__

M _____

FORM 12.—Statement. This form is generally used as a reminder to parents that there is a balance due on their account.

REQUISITION
NAME OF CAMP
ADDRESS

NO._____ _____ 192__

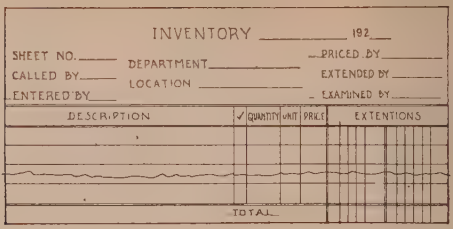
PLEASE FURNISH _____

WITH THE FOLLOWING:

QUANTITY	DESCRIPTION	PRICE	AMOUNT

APPROVED BY SIGNED BY

FORM 13.—Requisition Blank.


INVENTORY _____ 192__

SHEET NO._____ DEPARTMENT_____ PRICED BY_____

CALLED BY_____ LOCATION _____ EXTENDED BY_____

ENTERED BY_____ EXAMINED BY_____

DESCRIPTION	✓	QUANTITY	UNIT	PRICE	EXTENTIONS
TOTAL					

Form 14.—Inventory Blank.

The adoption, in all types of camps, of the principles, accounts and procedures herein presented, will result in many benefits. Some of these are:

1. It will be possible to determine the true financial condition of the camp at any date as displayed in the Balance Sheet. This statement would disclose, in classified form, the assets, liabilities and net worth of the camp.

2. It will be possible to ascertain the financial results of conducting the camp for any period. These results are displayed, in classified form, in the Statement of Income & Expenses. This statement will disclose much that is of value to camp managements. A comparison of the results with those of preceding years, or with the results obtained by a camp of a similar type, will disclose the true causes of fluctuations in income and expenses. It will show, further, whether economy prevails in the conduct of the camp and, if not, how such waste may be traced. For the purpose of effective management, it is desirable that unsatisfactory elements be disclosed in order that responsibility therefor be fixed on the proper persons. Such a statement can also be used as a basis for preparing a budget for the ensuing year. Furthermore, in the case of private camps, it contains the information necessary for the preparation of income tax returns.

3. Information relative to the financial condition and earnings of a camp are essential in the event of a proposed sale, incorporation, or other changes in organization and

management such as, the admission of a new partner or the death of a partner or stockholder. Matters of vital importance often arise in connection with the equities of the partners in the camp property, in the event of dissolution, and adequate books of account will enable one to ascertain the facts in disputes or litigation related thereto.

4. It will minimize the possibility of fraud and error. In many large camps, thousands of dollars in currency are handled during the course of the season. Adequate provision is made for recording transactions of this nature, so that thefts are not likely to remain undetected. Systematic bookkeeping procedures, with various features of control, such as the Purchase Ledger Controlling Account, have been provided, so that financial transactions are localized and controlled and such errors as overpayment of purchase bills can easily be discovered.

As presented in this chapter, a means is provided for standardization of accounting in camps. This, however, has been limited to uniformity as to the accounting principles used, a uniform general classification of accounts and to uniformity of method. The results are displayed in uniform financial statements.

Directors would be able to derive many benefits from a comparison of their statements with those of others. It must be borne in mind that beneficial comparisons can be made only if the accounts and statements of each camp are prepared on the same general basis and in the same form. Comparisons are often made without preparing the accounts in this way and erroneous conclusions are necessarily reached. (See page note from p. 519 at bottom of page.)

CHAPTER XI

LEADERSHIP

Of the many essentials of an organized camp, leadership is paramount. Equipment, improvements, and natural advantages of the camp site are far outweighed in importance by the leadership and personnel which directs the activities and provides for the welfare of campers and guests.

Each organized camp must have an executive officer who is usually known as the Resident Camp Director. Associated with him are counsellors, instructors, tutors, and group leaders according to the special needs or nature of the camp.

In evaluating or choosing a Camp Director, his qualifications should be considered, first, from the point of view of those to be served. Will he attract campers and build into the camp as a whole the objectives that the camp is designed to attain? Will he be continually acceptable to the campers? Will he be able to provide that which is most essential to their comfort, safety, and enjoyment in a new and temporary environment?

In the second place, he must be acceptable to the owners or management which creates or makes the camp possible. Organized camps are created and maintained in most instances because some individual or group of individuals, other than the campers, wish to see some definite results accomplished. Improved social, physical, industrial or educational conditions are desired. The camp leader must be able to satisfy this group of patrons or sponsors that progress is being made toward their chosen aim or aims.

In camps for boys and girls the wishes of the parents must also be recognized and their confidence merited if campers are to be permitted to enroll under the leadership which the camp provides.

Finally the point of view of the general public is an important factor in the choice of leadership. It is con-

ceivable—for this has actually happened—that a popular leader of boys may have a large enough group of sponsors to enable him to establish and maintain a camp with wrong ideals, which the general public will not approve. During the World War a certain popular camp was declared so un-American on account of the seditious leadership that on protest from those not connected with the camp it was finally closed. Others, apparently satisfactory to campers, have been declared a menace by health authorities, or have been forced to close by neighbors on account of the moral conditions fostered by improper influence of leaders. The leadership must merit the approval of the community at large and must comply with the principles of American citizenship.

What then are the essential characteristics of the Camp Director as the executive officer of a community in which his word must be final authority and where the health, comfort and moral character of a number of individuals are dependent on his resources and good judgment? He should be able to comply with the requirements of a successful executive. These are outlined in A. W. Shaw Company's book, "Executive Control," as *Good Health, Character, Disposition, Originality, Determination, Good Observation, Retentiveness of Mind, Initiative, Training, and Experience.* Of this list, *Initiative, Determination,* and *Experience* were found to be predominant among successful executives.

Another list, applied particularly to the Executive in dealing with social organizations, might compare more closely with the requirements for camp directors, the qualifications are: *Unquestionable Character, Executive Ability, Contagious Enthusiasm, Energy, Cheerful Personality, Constructive Imagination, Cooperative Spirit, Ability to Grow with the Work (Open-mindedness), Faculty of Putting Himself in Another's Place, Thorough Knowledge and Support of the Institution Which He Represents.*

The Boy Scouts of America in their extensive system of organized camps provide each year upward of 10,000 adult leaders and instructors to man Boy Scout Camps according to the Minimum Standard Requirements prescribed by the National Organization. In 448 camps where professional leadership is furnished for larger numbers of

campers, a list of requirements for obtaining a commission as a professional camp director is prescribed by the National Camp Committee. These may vary in some details from the requirements of other camps, but offer a fair pattern or basis of analysis of qualifications of directors to be employed in other organized camps. The requirements are as follows:

1. *Evidence of Loyalty to the Constitution of the United States and the Boy Scouts of America.*

Citizenship is essential to building of personal loyalty on the part of our campers, many of whom may come from homes in which citizenship is not fully understood. It is, therefore, important that the Camp Director possess not merely knowledge of American citizenship but loyalty to the United States of America.

2. *Character and Habits Certified to and Approved by at Least Three Men Officially Connected with Scouting. Business Accuracy and Unquestioned Honesty in all Matters.*

The life and spirit of the camp depends on the pattern of integrity set by its leaders. Much of the success of a camp depends on the attitude of confidence and respect merited by the Camp Director from neighbors and visitors who have dealings with the camp with resultant influence on the campers.

His personal habits are of extreme importance, since his intimate association with campers and their admiration of him will lead them naturally and even involuntarily to adopt the personal habits which he possesses and may wish to conceal. Character is *caught*, not taught.

3. *Health and Physical Qualities which are Necessary to Meet the Physical and Mental Strain of a Very Responsible Position.*

The many emergencies requiring overtime work and extraordinary physical and mental strain demand that the Camp Director be physically fit and possess both physical and mental energy to meet these emergencies.

4. *Thorough Knowledge of Camp Hygiene.*

The Camp Director must have appreciation of the importance of enforcing rigidly health rules and regulations and proper medical supervision. Shortsightedness on the part of the Camp Director in matters of sanitation is a

serious hazard to the whole camp community and to the good name of the camp.

5. *Practical Knowledge of Woodcraft.*

Organized camps are designed to acquaint people from civilized communities with the interesting objects and practices of primitive outdoor life. The Camp Director must be able to visualize and put into practice the pleasurable and efficient use of wood's materials and pioneer devices for comfort, which develops resourcefulness and inventiveness. Without these, camps might as well be held in city parks or in vacant lots at home. The Camp Director's good reputation as a woodsman will greatly increase his prestige in the camp.

6. *Record of Successful Dealing with Boys of Scout Age in Club, Class, Troop, Camp, or School.*

It is not sufficient that the Camp Director have a diploma for class work in pedagogy. Leadership is a thing of action involving judgment, which is the result of experience in dealing with people. This requirement is a test of personality as well as knowledge and acquaintance.

7. *Evidence of Knowledge of General Conditions to be Met in Camps, and Experience in Camp on the Scout Plan.*

A clear understanding of objects and Scout methods of camping for boys and actual contact with this plan in operation are required.

8. *Knowledge of Standard Literature on Camping and Authorized Methods of Organization, Instruction, and Leadership.*

Familiarity with the Organization's literature on camping and knowledge of the contents of two or more standard books on camping which may be used as reference literature.

9. *Evidence of Possessing Power of Leadership and Maintaining Discipline; Record of Fair Dealing in Relation to Others Whose Rights and Interests Must be Recognized. Patience and Good Sense must Govern Him in Dealing With Both Men and Boys.*

10. *Personal Knowledge and Experience in First Aid.*

Whether the camp employs a physician or a first aid expert or not, any negligence, lack of promptness, or improper method of giving first aid reflects on the Camp

Director's efficiency and good judgment. The Camp Director must have a working knowledge of first aid.

11. *Must Demonstrate Ability to Swim and Do Life Saving in Case of Water Accidents.*

Water accidents do not always occur according to schedule or at convenient times. It is, therefore, important that the Camp Director and members of his staff be able to swim. The Camp Director must have knowledge of practical methods of rescue and resuscitation in case of water accidents.

In organized camps the executive officer must be able to multiply his own contacts by assignment of responsibility to other staff members who may be available for group leadership and willing to accept responsibility. Almost every camp has one or more employed assistants with more or less definitely assigned responsibility. Special instructors and tutors are employed in many camps because of their special educational training. For the most part these assistants must be versatile enough to deal with more than one class of camp activities. Swimming instructors often serve as First Aid Officers or Directors of Athletics. The nature study counsellor may also combine leadership in hiking and general woodcraft. The counsellor employed to teach handicraft may also be expert in dramatics and camp fire entertainment.

The selection of this counsellor or leader staff is one of the most important duties and responsibilities of the camp director.

Dr. W. A. Keyes, Director of Norway Pines Camp, West Point, Maine, has the following to say concerning the selection of camp counsellors:

"In selecting a camp counsellor one must have clearly in mind the work that is to be performed by that counsellor and the qualifications that are necessary to fit a man for the performance of that work. I give my head counsellor a general outline of the work that I wish accomplished during the season. From this outline I expect him to make a working plan for the summer's activities. He must assign the daily tasks to the other counsellors and helpers. He must have ability in laying out work and skill in handling men. Before selecting a man for the position of counsellor I try to find out exactly what he wants to do,

because the thing that he wants to do is the thing that he is going to do if he gets the position, no matter what I hire him for or what I wish him to do."

Mr. Gabriel R. Mason, Director of Camp Greylock, Becket, Massachusetts, takes into consideration the following qualities in the choosing of camp counsellors:

"(A) *Physical Ability.* The first requisite for a good counsellor is physical ability. We want him to be strong, active and virile. We want him to be able to do things and to perform on the athletic fields in a manner which will win for him the respect of the campers. This does not mean that the counsellor must necessarily be an adept at base ball, basket ball, tennis, swimming, canoeing and track athletics, but he should be able to take part in most of these with a fair amount of skill and preferably in one of these he should be quite a star. In this way we are assured that the counsellor will become a true friend and real guide to the boys.

"(B) *Intellectual Attainments.* In addition to physical development, we should require that our counsellors measure up to a high standard of intellectual attainment. We want them to be men of brain as well as brawn. The boys should be surrounded by men who are at least college bred. They should have good command of the English language and know about the ordinary things of life and the world in general a great deal more than even the oldest group of campers. Especially is it necessary that the counsellors be somewhat acquainted with the wonderful things of nature that lie all about them. They should be able to give information about birds and trees and flowers and stars in an elementary sort of way to all of the young inquiring minds. Of course, questions of a more difficult character may be referred to the counsellor in charge of nature study, but no one who is not interested in the wonders that lie about him in the woods can carry out his obligations as counsellor in the full sense of the word.

"(C) *Moral Character.* Far more important than the physical ability or the intellectual attainment of an applicant for a counsellor's position is his moral character. It is criminal to take boys up to a camp on the pretense that you are going to do big things for them and then allow them to live for two months with men of low ideals and

vicious habits. At camp we must get men who are clean, cheerful, honest, courteous and helpful. Their personalities must be attractive and their pleasant outlook on life must be contagious. They must be men who are wholeheartedly interested in the welfare of the boys and who look upon their position as leader as a privilege; and prize that privilege far more than the money that is paid to them as remuneration for their services.

Other Considerations

"In choosing a counsellor there are also other factors to be taken into consideration. These, however, are of minor importance.

"(1) *Age.* Though we do not wish to have too many young counsellors, yet at times a youth of nineteen is far more valuable than a man many years his senior.

"(2) *Camp Experience.* The routine of camp is so unique that a counsellor who has never spent a summer at camping is not worth much during the first part of the season, even though he may be a remarkable personality and a man of fine attainments. Camping experience, therefore, should be looked upon not as an essential but as a desirable requisite.

"(3) *Teaching Experience.* A counsellor who brings to camp the wealth of his experience as a teacher in a classroom is well fitted to perform his duties in a systematic and satisfactory manner. He will most likely appreciate the value of planning, of explaining things thoroughly and patiently, of drilling persistently, and of checking up results carefully. Obviously the heavy, scowling, fault finding pedagogue is just as unfit to handle boys at camp as he is in the classroom, and should, therefore, at all costs be avoided.

"(4) *Specific Ability.* In selecting a counsellor a great deal depends upon the specific ability that is needed. It is absolutely necessary to have the important posts of camp filled by men who are experts in their lines. The swimming master, the nature study counsellor, the man in charge of entertainments, the teacher of manual training, all these must be selected on the basis of their main abilities, even to the exclusion of another counsellor who may be in general a better type of man but not so good in this one par-

ticular. This, of course, is not to be taken apart from what was said previously in connection with the physical ability, intellectual attainment and the moral character of the applicant.

"(5) *Ability to Get Along with Boys.* This is important. Its absence vitiates the presence of all other qualities that tend to make a person a successful counsellor. If he does not know how to handle boys, how to talk to them, how to correct them, how to discipline them, and how, at times, to punish them, then,—in spite of the fact that he may be a wonderful ball player, or an expert diver or a crack tennis player,—he is going to make the lives of many boys very unhappy during the two summer months.

"(6) *Ability to Get Campers.* Though many camps, especially those who have no clientele, make that a requisite, yet fundamentally it should not be considered. A good man should be chosen, even though he can't promise to bring a single camper; and conversely, an undesirable counsellor should never be added to the staff even though he may be the means of enrolling a dozen youngsters."

Perhaps no better statement has been made of the qualities necessary for making a successful counsellor in girls' camps than the following by Charlotte Joy Farnsworth, Director of Hanoum Camps, Thetford, Vermont.

"There is a type of counsellor that girls follow as naturally as young plants the course of the sun. There is nothing very different, perhaps, in a camp counsellor who draws girls to her, and into a larger 'joie de vivre' from any other person who has much to give and take, in whatever place or company. And yet, it may be a bit easier to analyze the elements of this 'success'—we want for a better word—in the camp counsellor's job than in many others. Since the counsellor exists first for the camper, next for her associate counsellors, and last, and as much—for the director—let us test counsellor 'success' by this threefold demand.

The Successful Counsellor from the Campers' Point of View

"1. *Attractive Appearance.* What young person—or older, if you please—does not respond unthinkingly to the

appeal of an attractive appearance and the charm of poise and quiet modulated voice and gracious manner?

"2. *Fun and Friendliness.* Add to this the magnetism of genuine friendliness—the friendliness of a Big Sister and Brother—ready for any fun and as ready with a word of advice or an ear for confidence; ready with a fund of delightful suggestions for pleasant ways of doing things that must be done and clever things one would never have thought of doing—can you imagine a girl not enjoying such a 'playfellow'? Wise is the counsellor who seeks to be playfellow.

"3. *Contagious Enthusiasm.* With her, the summer is one long delicious game and the critical moments pass most trippingly. When the sleepy sound of the reveille bugle drifts into the sleepiest dream her bounce says: 'Another day at camp! How nice!' She pulls nobody's cover off nor drags drowsy folk to rise! Even if days in camp weren't too much fun to wait there are other things to be considered and the camp family to keep in step with—the cooks in the kitchen trying to make breakfast good, if they don't have to keep it 'warmed up'; the girls, all eager to get started at the day's fun. Suppose you are a girl in camp, she somehow lends you courage when the mail brings you a great nut-covered cake from home just at that hungry time in the middle of the afternoon and you know she is aching for a tiny slice of it, too. You catch the spirit of the thing from her as she tucks her own parcel of chocolates under her arm, not eating one between-meal that will give her a bit less zest for dinner. You swing into the jolly idea of 'everybody together; everybody at her best.' It somehow means more fun when it's not just you yourself that matters. You catch the idea of keeping the circle round and closed and there's a closer friendliness about the whole camp family before you know it.

"4. *Initiative. The Play Spirit.* Wise is the counsellor and enthusiastically followed who can bring initiative to the planning of pleasant jokey ways of doing things that might be just a little bit hard or might soon be monotonous and uninteresting after several weeks. Sit beside the water at swimming hour and watch the hilarious frolicking line playing 'Follow My Leader,' the timid ones forgetting that cringing in the pit of their being when at the edge of

the diving board, the teasing, bantering challenge of the illusive swimming instructor always just ahead. Dread swimming hour? They are led to love it.

"Would you enjoy an orderly canter in column along the pleasant road as much as you would a hare and hound chase, say, if the riding master filled the pockets of two of you with bits of paper or white beans and sent you dashing away to leave a trail for the others to follow with a few minutes' handicap and catch you if they can?

"Would you find keener joy in going with a group for a 'nature walk,' stopping for a personal introduction—and its pedigree aside—to every tree you pass with your attention pinned more or less wriggling to the matter of enlarging your speaking acquaintance with trees? Or would you rather go with another group and counsellor who wears an air of mystery and follow what hints you can wring from her in search of hidden treasure? You'd find time to stop and greet a pale, fringed orchis as you pass, or laugh at the mother-hypocrisies of the wee brown chipping sparrow trying to lead you away from the nestful of eggs you already spy and she'd show you, this wise counsellor,—growing side by side cousin maples with half a dozen differences you'd never have believed until she had pointed them out one by one. You dig feverishly for your treasure, at last, in a bed of ladyfern and when you bring up the earthy, old crock all filled with shining silver and gold pieces you'd gasp with the delightful joke of it, pieces of chocolate wrapped in glittering foil. What a lark! You almost expect to hear John Silver's parrot screaming from its perch on his shoulder, 'Pieces of eight, pieces of eight!'

The Successful Counsellor from the Other Counsellors' Point of View

"1. *Winning Personality.* Just as vital in a different way is the relation of the counsellor to the group of fellow counsellors. Here again the winning personality establishes with its poise and its sunny smile the first impulse of that friendliness and respect for the fellow worker and her job that is the foundation for the success of the group as a whole and for the success of the counsellor in her job. The alertness and the quick response with which she comes

to her niche in the whole organization, keen minded and quick in action, creates an atmosphere of ready give-and-take that at once stimulates and smoothes the progress of the summer's work and play.

"2. *Ability to Put Across.* Consciously and unconsciously, counsellors ask much of each other. Each one must know her job and bring to it devotion, executive ability and a sure strength that will put it across, be it the simplest program of free play or the most intricate program of organization; there must be an ability to carry on in the emergency or in the extra routine activities that frequently occur and to accomplish with spirit and finish the things laid out to be done individually or as a group; there must be an ability to effect complete amalgamation with the group and a satisfaction in the summer's association together; a sympathy with members of the group that will enable any one counsellor to voice the sentiments of the rest.

"This unity of spirit among the counsellors naturally comes of getting together professionally and socially as frequently and as pleasantly as possible throughout the camp season. Full group meetings, at least three times during the season, make an opportunity for reports and discussions of the work and play of the various departments, and a sympathy with the entire camp program; while frequent smaller group meetings draw closer the lines of interest and make for closer relationships through interchange of reports and ideas and recommendations.

"3. *Ability to Represent the Group.* To be able to contribute something definite to the group besides fun and hominess and frolic is to meet one of the most vital requirements. The social getting-together from the standpoint of both the individual and the entire staff is possibly of even more importance than the professional. Here, in chummy, leisurely evenings together, with fun and nonsense games or with some gifted counsellor drawing the group about the fire for a charmed hour with song and guitar or the latest book is caught another kind of inspiration that carries over into days of enthusiasm. The counsellor with a gift for doing the unusual, for planning and carrying out a clever frolic and making happy fun for the group, will find herself always in eager demand,

always in the heart of the fun; her jokes—never with the smallest thing—her 'pep,' her originality will flavor many a grateful and piquant hour for those whose gift lies in the enjoyment and appreciation of the original. For counsellors enjoy camp and each other just as eagerly as the most enthusiastic girl; they love the jolly together times with a keener zest, perhaps, because of the busy months before and after.

"What the counsellor knows about camping will count heavily for her, both with campers and counsellors. How easily she is at home in the out-of-doors, in the ordered routine of tent and camp life, on the trail, independent in caring for herself and directing the comfort and pleasure of the group about her; sure of herself in making camp, its fire and zest for meals, adapting herself to rain and shine, alert to its beauty and its usableness; sensible and sure of herself on the trail and sane in matters of fatigue or accident, in this she will make or mar the satisfaction and well-being of the group. In a short camping trip together, a small group of counsellors may get away from camp, and find from a hilltop, curling their campfire smoke in the moonrise, quiet beauty, quiet friendliness, sinking deep roots to flower later in crowded, happy hours with campers—and long after camp is over.

"4. *The Love of Beauty.* This question of beauty, too, how vital it is in every point of a counsellor's many contacts. Aware of beauty about one, beauty for eye and ear and heart, how much one may gather into her own life to share again. The beauty of the earth and its fullness, the beauty of legend and history that wrap themselves about all things and the interests, the activities of the surrounding locality. These things, the counsellor, attuned to such appreciations, will offer to her associates, both mature and young. They cannot but catch its gentle contagion.

"5. *Interest in Local Community.* Alert to the special interest and activities of the local community that may be in more or less close contact with the camp, the sympathetic counsellor will feel this appeal and enter into it with the same eager enthusiasm that she brings to other things. Campers and counsellors will catch a spark of it and the circle, widening with its outside contacts, will

draw into the camp life new friends, new factors, new inspiration.

"The counsellors' counsellor, you will see, will be something of a paragon—charm, strength, humor, friendliness and inspiration at work and play. These be her virtues. Her vices will stand aside, if not entirely fade, in the brightness of her days. And her vivacity, her dependableness, her fineness will stamp your memory of her when the summer is gone.

The Successful Counsellor from the Directors' Point of View

"When the director of a girls' camp chooses her counsellors there are certain things she looks for as sure factors of a successful summer. As the first factor contributing to the closest and happiest of relationships between the counsellor and the camper she considers what, for want of pithier expression, we may call the customs and manners of the counsellor and their probable congeniality or homogeneity with those of the type of girls that are to compose the camp groups. It can be readily understood how any very obvious variants between the campers and counsellors social and cultural background and habits and interests would leave at once more or less of a gap to be bridged from one side or the other before they could proceed as members of a chummy family with any program of work or play. Even more than this congeniality should count the subtle influence that could and would strengthen and draw out into fuller flower all the gracious finenesses of personality and character through the summer's association, with the right combination of counsellor and girls.

"1. *Health. Ability to Stand Demands of Responsibilities.* Next in importance the director would consider the counsellor's health, her ability to stand the strain of routine or emergency, her independence of care and attention, for the counsellor has no right with the responsibility that everyone has to carry in a well-organized camp, to interfere with the routine or to impose upon others, either for the sharing of her responsibilities or for taking care of her in petty or more serious inability. She must be able to contribute a vitality at least able to share constantly in every phase of camp life, if not to add exuberance

to the routine that is demanded of her. In this the counsellor should be honest and frank with the director, at the time of discussing and making her engagement, giving the completest information possible as a matter of course. It is true, the size and type of camp she is to work in and her own particular responsibility are factors that will enter into this matter, both from her own and from the director's standpoint.

"2. *Loyalty.* The director will want in a counsellor staunch loyalty—to the director herself, to the camp as a whole, to her own duties and responsibilities; a loyalty that will put her very best into her immediate job, that will keep her spirit sympathetic and free from selfishness or an over-critical attitude; that once she has allied herself with the camp will make her a true representative and a most enthusiastic seller of the camp. The counsellor who brings to her job a loyalty to her own self—a sort of finely balanced selfishness—will have a poise in that itself that will be a definite factor in her success.

"3. *Social-mindedness.* One of the most vital qualities of a successful counsellor is social-mindedness—that attitude toward the camp and the individual that sees one in the light of the other, working for the best interest and fun and beauty of the whole group rather than of the isolated one or few. A niceness of judgment and delicate tact will often accomplish an important lesson in citizenship, in high social development, that seen in perspective, will be the foundation and cornerstone of what one camp director calls that final goal of all camp ideals, 'the invisible camp'—the perfect social spirit. The counsellor must not merely love children, she must feel a genuine respect for the developing immature child, and bring to their relations a patience and a sense of humor in bringing out the best of the individual and in molding into the group.

"4. *Fitness for the Particular Responsibility.* Of course, the counsellor's fitness for her particular job—the technical training for swimming instructor, say, or camp-craft leader, or handcraft instructor, is to be weighed carefully. What training there has been for the job and what experience the counsellor had had in imparting this training, and in leadership and assuming responsibility for others, in general. For there must, of course, be training and a

sure acquaintance with the technical phases of the work; and there must be inherent leadership and responsibility, so that the director may be free, herself, to take care of the emergency, and to direct the whole camp life in perspective. These requirements vary in degree, of course, for the department head, the full counsellor and for the assistant. With the many courses now given in our leading educational institutions and large organizations, in camp leadership constantly raising the standards of such technical training for the various camp counsellor jobs directors can demand more and more expert leadership. Only a few years ago, for instance, a swimming counsellor might easily be a person who was a good swimmer, self-taught, and who could teach others to swim; he or she came usually from some college gymnasium—sometimes not even with that modicum of training. Now, the director demands a Red Cross trained swimmer, or one with the International Swimming Course diploma, or at least one with the Intensive Pre-Camp Course training. To meet this demand, colleges and large organizations are giving special attention to training of experts and developing leaders.

The Director's Counsellor Problem

"1. *How Many Campers, and What Ages, Determine Number and Salary of Counsellors?* Wider issues than the individual counsellor enter into the director's counsellor problem, however. The first steps in her plans for the summer's camp deal with questions of organization and administration. How many campers will there be, and what income will they bring to meet the demands of the camp budget? What ages will they be, and how many counsellors, in proportion to their number, and how many expert counsellors will they require for the best summer's work? In making up the camp budget, how should it be apportioned among the departments of administration, buildings and grounds, equipment, food, and activities such as swimming, riding, handcrafts, with their counsellor salaries? How is the camp staff to be apportioned—with the personnel for the departments of administration, health, food, and camp activities?

What the Counsellor Should Expect of the Camp

"1. *Before Engagement.* The reverse side of the question gives us the successful counsellor as she looks to the camp for certain things. We may well ask, after demanding of her so much, from every standpoint, "What should she demand of the camp?" Before engagement, she has a right to expect an answer to her letters, and a personal conference if the matter proceeds that far. When she is engaged, she has the right to a definite contract, stating exactly what her job is, to whom she is to be responsible, for whom she is to be responsible; what her living arrangements are to be, what equipment is to be furnished her, and what financial arrangements are to hold.

"2. *At Camp.* At camp she should expect this contract to be fulfilled. And while she should hold herself loyal enough to step gladly into the breach in an emergency, or to give, when she feels the impulse, more than 'the letter of the bond,' she should demand a fair amount of leisure time for rest and enjoyment of the summer and the friendships that camp offers and the beauty all about her. She should expect that provision of special equipment, or the regular equipment of the various camp departments be made occasionally for her leisure time. She should expect a good deal of privacy, whenever possible—this is usually only in camps for older children—tent separate from the campers, a writing room, and access to a typewriter. As relates to her work, if she is responsible for a department, she should expect a definite and certain budget to use entirely at her discretion, to meet its financial needs; and inventories of department equipment from the camp office early enough to plan and complete all equipment arrangements for the immediate efficiency of her work from the very first day in camp. She will have a certain amount of work with her charts, reports and inventories that she should ask assistance in working out, from the office.

A Voice in Running the Camp and an Opportunity to Bring Problems Before the Camp Family

"Regarding her share in the organization, she should expect an opportunity to bring her problems before the

counsellor family at group meetings, so as to keep her work vitally in touch with and in step with her department and group associates. At such times, the petty or the 'critical personality' problem is to be avoided, of course, for individual attention.

She should expect a voice in running the camp, both in the matter of program as it means her own job, or as it affects the entire camp organization, and in the planning of special features of work or frolic in which she will be expected to take a share of interest and responsibility. Such matters as camp costume or the idea of an intercamp stunt are the better settled for many ideas brought together.

"Inspiration from the Director and Other Counsellors. To the other counsellors and to the director she will look for inspiration. Giving her best, she will look to draw something into her summer from their best, through good times together, in the form of special frolics with the director as hostess and each counsellor a committee on fun and merriment; or a delicious Imu dinner, or a flat-rock fry, when the frolic may turn into a round-table view of the camp as a whole—each member presenting an attractively written report of her job and its aim and accomplishment, the director, she herself, the accountant presenting the fascinating report of his job with its illuminating detail of income and outgo, budget and voucher sheet; the dietitian in making visible and edible report of her realm, and the whole made jolly and informal with song and jest and enthusiasm.

"Opportunity to Fit Self for the Next Step in Camp Sequence. And the counsellor may well ask one thing more of her summer as part of the camp—the opportunity to expand and grow and fit herself for larger things in line. To the assistant, the opportunity to prove herself ready for the counsellorship, the counsellor for the direction of her department, and to the head of a well-managed department, opportunity to fit herself, by added responsibility and help and suggestion, for a camp of her own some day. When the director lends a sympathetic ear to the ideas of the counsellor, weighing them, accepting them when possible, and fanning instead of 'wet-blanketing' the glow of her enthusiasm, she means, more than she can

know oftentimes, inspiration unbounded, if for nothing more than added self-confidence and self-respect."

In surveying the leadership of camps, the importance of volunteer leadership is often disregarded. Attention is, therefore, directed to the fact that many of the camps conducted by organizations maintaining a home membership depend to a very large extent on their ability to recruit the services of a large proportion of their camp staffs to serve as volunteers without pay. No less than two thousand Boy Scout troops conduct camps each summer with local volunteer leadership. Large numbers of church clubs, settlements, and other neighborhood groups depend entirely on the leadership of volunteers. In larger camps where professional leaders possess sufficient rallying power, much of the group work is done by volunteers from among the paying guests in the camp. One recreation camp for men held out the possibility of assignment to such volunteer positions as an attraction to prospective campers. Camps conducted by trained social workers are able to enroll volunteer leaders with the express purpose of developing through practice under expert supervision the qualities of leadership requisite to successful dealing with social work problems in their home communities.

The ability of the Camp Director to discover and utilize such volunteer leadership adds greatly to his value and determines to a great extent the amount of work to be accomplished by means of a given cash investment for camp staff in proportion to the number of campers enrolled.

The source of recruiting both professional and volunteer leadership is always a problem as camps multiply in number and a better understanding of camp organization gives us each year higher standards of leadership requirements. In the past most of our Camp Directors and Counsellors have been connected with educational institutions. This will continue to be so due to the fact that the bulk of organized camping is done during the summer vacation when school personnel is available for employment. Lists of leaders giving volunteer leadership in small camps for Boy Scouts indicate that leaders are enrolled from other sources as well. Among these are ministers,

business and professional men, doctors, social workers, and military officers.

As woodcraft and pioneer experience is being given a larger place in camp programs, men with experience as guides, foresters, backwoodsmen, big game hunters, trappers, and lumbermen are being added with much benefit to the camp staff. The intimate knowledge which these men have gained through practice with outdoor life often adds much charm and romance to camping through introduction of simple tricks of the pioneer, which in city life have been overlooked or forgotten.

The Final Test of Leadership in Camp. The final measure of the Camp Director's leadership and of his staff as a whole is determined by the effect the camp has had on individual campers; what they carry away, over and above that which they brought to camp; and by the presence in the group as a whole, of what is called, for want of a better name, "camp spirit."

In arriving at this final summary of successful leadership, we might ask these questions: Has each camper developed a genuine love for outdoor life? Has he learned the ways of the woods so as to be able to depend on his own resources and practice outdoor life more safely and enjoyably in the future? Has he developed self-reliance and initiative? Does he apply what he has learned to leading others in outdoor recreation? Has he grown as a useful member of society? Has he learned fair play, team work, unselfishness, and good citizenship? Must he depend on the camp and its leaders, or has he grown sufficiently so that on his return for the second season the camp can depend on him for help? Has he developed the quality of keen observation and appreciation? Has he a deeper reverence for nature and a keener desire to know and understand?

Where camps have these accomplishments to their credit, there need be no concern for the growing success of the camp from year to year, and no hesitation in assigning generous praise to the camp staff for its effective leadership.

Notes and References

The statements by Dr. Keyes, Mr. Mason, and Mrs. Farnsworth are from articles appearing in "Camps and Camping"

(Lehman), 1921, 1922, 1923, respectively. Reprinted by permission of the American Sports Publishing Company, New York.

For salaries paid counsellors in private camps for boys and girls see "Camping Statistics You Ought to Know," Lehman, "Camps and Camping," American Sports Publishing Company, New York, 1923, pp. 27–35. Also ratio of counsellors to campers in same article.

For standards of leadership in Girl Scout Camps see chapter on *Camp Standards*, pages 604–615. Also same chapter for Y. M. C. A. Standards, pages 588–591.

"Camp Management," H. W. Gibson, Murray Printing Company, Cambridge, Mass., 1923, Chap. II, pp. 6–15. Excellent presentation of camp objectives, leadership and leadership training.

"Qualifications of a Dietitian in a Girls' Camp," Fanny L. Sicher, "Camps and Camping" (Lehman), 1923, p. 73.

CHAPTER XII

THE TRAINING OF CAMP LEADERS

In training the leaders of the camping movement in America there are obviously three distinct groups to be considered:

1. The training of those men and women who assume, temporarily, the place of parents in relation to the hundreds of thousands of boys and girls who are going annually into the organized camps of the country.

2. The training of those men and women who are conducting the increasing number of camps for adults.

3. The training of adults who desire to spend a part of the year living after the manner of the trail and the camp.

It is with the training of the first of these groups that this chapter is concerned.

The history of practically every great movement expressive of human interests, desires and needs, indicates that it passes through several stages in its development. Some person—or at most a very few persons—have an idea, or vision, and proceed either to express this idea or vision in some concrete manner or to communicate it to others who express it concretely. In time the idea spreads and through successive experiences a body of knowledge and tradition comes to exist. An increasing number of people come to possess this knowledge and tradition more from practical experience and through an exchange of experiences with one another than through any definite method of instruction. After a time, especially if the movement draws large numbers of people into it, and the need for leadership correspondingly increases, special training courses and schools become an imperative necessity.

The camping movement has probably reached the stage at the present time, 1923–24, when the need of special training for leadership is imperative. These training courses are needed for the thousands of men and women

who are already acting as leaders in the organized boys' and girls' camps of the nation and for the additional thousands needed in a rapidly growing movement.

An analysis of what is being done will show what seems to be, at a first glance, a considerable body of successful experience in training camp leaders, but if the possibilities of camping as an educational-recreational movement are to be realized, it must be evident that the training of camp leaders has just begun.

The present leaders of the organized camps for boys and for girls have probably gained their knowledge through some combination of the following nine ways:

1. *By knowledge and experience from other related fields* such as teaching, boys' and girls' club work, the army, practicing medicine, individual camping or exploring.

2. *By experience*—learning by doing. The leader has an idea of starting a camp and begins with a few boys or girls and learns something of the way to run a camp as the number of campers increase.

3. *By conferences*—These conferences may have been by a friendly discussion between two camp leaders; or the result of visits to other camps; by discussions carried on in the Camp Directors Association of America (formed in 1910); or the National Association of Directors of Girls' Camps (formed in 1916); by regional or national conferences of such organizations as the Boy Scouts of America, Girl Scouts, Camp Fire Girls, Woodcraft League, the Y. M. C. A., the Y. W. C. A.; by discussion at the National Recreation Congress; by discussion in connection with army encampments; by discussions conducted by social agencies in such cities as Cleveland, Philadelphia, Chicago, Milwaukee, Grand Rapids, St. Paul, Minneapolis, St. Louis and many others.

4. *By contributions of specialists outside of the field of organized camps* for boys or for girls. These specialists have made contributions in such fields as: education and leadership of youth, in the technique of choosing camp sites, in types of camp buildings and equipment, in the means of increasing health and securing proper sanitation in camps, in selection and preparation of food for campers, in the subject matter and methods of developing the activi-

ties program in camp, in the method of keeping business records and financial accounting for camps.

5. *By inspection*, direct, in accordance with certain standards established by the state in which the camp is located, by inspection in accordance with standards set up by such organizations as the Boy Scouts of America, the Girl Scouts, the Camp Fire Girls, or municipal authorities. There is also a kind of indirect inspection established by the requirements that must be met by a camp for the director of the camp to become a member of one of the national associations of camp directors.

6. *By the necessity of training camp counsellors in camp.* The formulation of the ends to be attained by the camp in any given season in order to train counsellors, is in itself definite training and by the discussions in such formal or informal training courses, the directors probably would be the first to emphasize the fact that they have received important help from their counsellors.

7. *By training involved in developing other programs.* The training of leaders in such programs as Boy Scouts, Girl Scouts, Camp Fire Girls and the Woodcraft League, in which programs camping plays so large a part, naturally requires that great emphasis be placed on the camping phase of the program.

8. *By the increasing amount of literature on camping produced* by the organizations directly interested in camping as part of a national program, by the annual publication of "Camps and Camping" begun by the Publications Committee of the National Association of Directors of Girls' Camps in 1921, by publications of the American Red Cross, especially those on First Aid and Life Saving, by bulletins from various universities, Schools of Forestry and municipal, state or national parks, by books wholly or in part devoted to camping, and by articles in current magazines and newspapers.

9. *By camp leaders' training courses* carried on in colleges and universities. The Camp Leadership Course of Teachers College, Columbia University, and the course directed by Professor Lamprey in the School of Education of Boston University, may serve as examples of this type of training.

Probably all of the ways by which camp directors have

gained their present training have not been set down, but a sufficient list has been made to indicate the varied sources of training and information available to camp directors. Some camp directors have profited by all, or nearly all, of these sources of help, but unfortunately there are other directors who, it seems, have said: "Go to now. I will have a camp" and they do have a camp—for a time—but the "survival of the fittest" seems to be taking care of this group that rush in where the wise almost fear to tread.

The colleges or universities and the organizations, national or local, that concern themselves with training those persons who wish to be active as camp leaders need to recognize in setting up their training courses at least four distinct groups of people:

1. The large groups whose members may or may not have by nature the qualities necessary to become camp leaders but who wish to become leaders, usually as counsellors, and as yet have not specialized sufficiently in any particular camp activity to justify their having a place on any camp director's staff.

2. Those who have special proficiency in particular lines but who have had no camp experience either as campers or camp leaders, and who have had no training as to how to carry on their work in camp.

3. Those of special proficiency and camping experience, gained probably as camp counsellors, who desire better methods of camp work and a greater knowledge of what experts in their particular lines are doing.

4. Camp directors themselves who desire to know more about the theory and practice of camping in both general and particular lines. Frequently this group desires more knowledge and more of the method concerning those problems that come under the head of the organization and administration of camp.

It seems to be a healthy sign that those who have the greatest knowledge and experience in camping are those in many cases who are most eager to develop training courses both for themselves and for their counsellors. At the same time there seems to be a very definite tendency to recognize that a prospective counsellor with special proficiency in some line and with a "charming personality"

but without training as to the method of carrying on in camp, is a poor risk.

In the training of the first of the four groups that have been listed—those who are not sufficiently proficient in any particular line for camp work—many universities, colleges, normal schools, and special schools have made great contributions. Prospective and actual counsellors have been trained in such courses as those in physical education, hygiene, dramatics, music, manual arts, fine arts, geology, nature study, forestry, botany, biology. These schools of physical education, such as The Sargent School of Physical Education, The International Young Men's Christian Association College and the Department of Physical Education of Teachers College, Columbia University, are helping forward the camping movements. Teachers College requires that all those completing the course in physical education must spend a certain amount of time and take certain courses in a camp run by the Department of Physical Education before they receive their B.S. degree. The work of the New York State College of Forestry, especially that part of its work carried on at the Forestry Camp on Cranberry Lake, is training men to know and understand the life in the open that campers should learn. The unique Geology Camp run by the University of Wyoming, under the direction of Professor S. K. Knight, as a part of its work in Geology comes nearer training camp counsellors in both subject matter and method than many lecture courses in geology could possibly do. The courses in biology and nature lore carried on at Cornell University by Dr. E. Laurence Palmer and at Rhode Island College of Education by Dr. William G. Vinal are really courses of the kind that prepare their students to work successfully as nature lore counsellors in camp. Other schools and other courses that enable their students to live and work successfully under the conditions that exist in camp might be cited. However, it remains to be said that the vast majority of courses that are given in schools and colleges in the natural sciences, in the arts, or in physical education are not in any direct way connected with the method of approach or the method of instruction that in the very nature of the situation must prevail in camps for boys or for girls. The general and special training necessary to

make a good camper and a good camp leader of special activities, is not given either in theory or in practice.

The training courses organized and conducted by or in cooperation with various national organizations have been of direct aid in training camp leaders. Notable among these organizations are the Boy Scouts of America, the Girl Scouts, the Camp Fire Girls, the Woodcraft League, the Young Men's Christian Association and the Young Women's Christian Association. Camping being a fundamental part of the program of these organizations, considerable attention has been given from their beginning to the training of directors, group leaders and assistants in the organization and conduct of camps. The methods followed are in many respects the same.

1. Publication through hand-books and special bulletins of information and of methods of work for the guidance of camp leaders.

2. The maintenance on the national staff of one or more workers who direct the work of the Camping and the Educational Departments. These workers by correspondence, by personal contact, by inspection trips and by the holding of national or regional conferences, train the executives, group-leaders and assistants in camp craft and allied subjects.

3. The persistent effort that has been made by the first three of these organizations named, to introduce courses of training in public and private institutions of higher learning has resulted in the giving of courses that while general in scope have covered much that is of value to camp leaders.

The American Red Cross has made a contribution to the training of camp leaders of a specialized nature in two subjects: First Aid and Life-saving. This contribution has been made in three ways:

1. Publication and distribution of bulletins and handbooks on these two subjects.

2. Sending from National or Regional Headquarters of special instructors who give demonstrations and conduct classes in First Aid and Life-saving in any part of the United States where such groups may be organized.

3. Stimulating the organization of Red Cross Life-

saving Corps in connection with local Red Cross Chapters and in any other organization interested in this activity.

The Red Cross Life-saving Corps standards have been widely adopted by camps throughout the United States. It is a matter of congratulation for the whole camping movement that in the last few years the Red Cross has added more men to the staff of Commodore W. E. Longfellow who has been a pioneer in First Aid, Life-saving and Water-front Protection. Many camps could still make more intelligent use of this service which the Red Cross is ready to render to camps and camp leaders.

Councils of social service agencies in cities have fostered the organization and conduct of camp conferences. Since camping has become an activity fostered by the social service agencies in so many cities of the United States, it is necessary that they hold these camp conferences to exchange experiences to discuss camp problems, local and national, and to conduct studies of the organization and management of camps. Such camp conferences, really embryonic training schools, have been conducted in such cities as Minneapolis, St. Paul, Milwaukee, Chicago, Grand Rapids, Cleveland, and Philadelphia.

The Camp Directors' Association of America and the National Association of Directors of Girls' Camps in their own meetings, usually held monthly from October to May, and in their annual joint meeting in the spring, have been centers for developing the guiding thought in private camps for boys and for girls. Through their meetings for exchange of experience, discussion of present and future camp problems and through the publication of "Camps and Camping" since 1921, these associations have had an increasing influence in forming the guiding thought not only in boys' and in girls' private camps but they have fostered the whole camping movement.

For the past four years the National Association of Directors of Girls Camps have conducted a Nature Lore School for nature counsellors and an intensive course for swimming counsellors. In connection with the swimming conference this association has developed very definite standards for swimming counsellors and also awards insignia to those who meet these standards. These intensive training periods usually lasting one week and held shortly

before the opening of the summer camps, meet a real need for the training of camp counsellors under camp conditions.

There is an increasing tendency for colleges and universities interested in training educational leaders to introduce courses during the spring semester for camp-leaders. The courses given by a few institutions may be cited.

The School of Education of Boston University in cooperation with the Camp Conference Confederation of New England gave in 1923 its third course of lectures on Camp Management and Practice for Camp Directors and Camp Counsellors. This course was organized and directed by Mr. Charles M. Lamprey, Director of the Model School of the Normal School. One point of credit is given for this course toward the degree of Bachelor of Science in Education. This course of ten two-hour lecture periods on Saturday mornings was carried on from January 13 to March 17, 1923. The detailed program of the course will probably present more clearly its aim to "contribute to a better understanding of the ever-broadening scope of organized camp life," than can any description.

Program and Lectures on Camp Management and Practice

I

Jan. 13. *Organized Camping as a National Educational Asset.*
Mr. Charles M. Lamprey, Secretary of the Camp Conference Confederation of New England.
Exhibition of Booklets, Photographs and Yearbooks.
Motion Picture of Camp Activities.
Mrs. Edward L. Gulick, The Aloha Camps.

II

Jan. 20. *Training and Development of Counsellors in the Service.*
Mrs. Luther H. Gulick, The Luther Gulick Camps.
Training of Girl Scout Leaders.
Miss Louise M. Price, National Director of Camping, Girl Scouts.

III

Jan. 27. *Camp Advertising and Cost Accounting.*
Dr. Eugene H. Lehman, Highland Nature Camps.
Evaluating Camp Achievement.
Mr. R. N. Berry, Regional Scout Executive, Boy Scouts of America.

IV

Feb. 3. *Camps for the Multitude.*
Ruby Joliffe, Superintendent, Camp Department, Palisades Interstate Park.
Opportunities for Extending Camping Facilities for Boston Children.
Mrs. Eva Whiting White, Director, Community Service of Boston.

V

Feb. 10. *Games for Girls* (Demonstration).
Ruth Page Sweet, Physical Director, Boston Y. W. C. A.
Games for Boys (Demonstration).
Mr. G. Sherman Ripley, Scout Executive, Hartford Conn.

VI

Feb. 17. *Camp Fire and Evening Programs.*
Mr. L. L. McDonald, National Camp Director, Boy Scouts of America.

VII

Feb. 24. *Appalachian Mountain Club Trails and Huts and How to Use Them.*
Mr. Milton E. MacGregor, Hut Manager, A. M. C.
Special Opportunities of Salt-Water Camps.
Mrs. Dwight L. Rogers, Director, Camp Bonnie Dune.

VIII

Mar. 3. *Interpreting Nature to Children.*
Dr. E. Laurence Palmer, Professor of Rural Education, Cornell University.
Resources of the Audubon Society.
Mr. Winthrop Packard, Secretary.
Resources of the Natural History Museum.
Dr. Edward Wigglesworth, Director.

IX

Mar. 10. *The Place of Projects and Pageants in the Camp Program.*
Miss Lotta Clark, President of Greater Boston Camp Fire Girls.
Solving the Problem of Recreation in a Summer Colony.
Miss Dorothy Dean, Director of Metropolitan Division, Girl Scouts.

X

Mar. 17. *Developing Initiative and Leadership through Camp Life.*
Miss Edith M. Kempthorne, National Field Secretary, Camp Fire Girls.
Character Building in a Boys' Camp.
Mr. Stacy R. Southworth, Head Master, Thayer Academy.
Character Building Among Girls.
Miss Alice Sandiford, Regional Director, Girl Scouts.

The International Young Men's Christian Association College at Springfield, Mass., gives a Camp Craft course in the spring semester for one hour per week in the freshman year, under the direction of Professor Affleck. The lectures are supplemented by practice work. This practical work is conducted on a wooded plot across the lake from the College buildings and on week-end trips into the Berkshire Hills. In addition to the so-called normal practice trips the students in the course do a great deal of camping with groups of boys which they have organized in connection with boys' clubs, the Y. M. C. A., churches, schools and other organizations. Last season some 75 young men from this school served as directors or counsellors in summer camps.

The Sargent School of Physical Education, Cambridge, Mass., carries on the regular work of the school at camp during June and September. "Normal" students spend four months during the Junes and Septembers following the Freshman and Junior years in camp. Here the students are given instruction in athletics and in the popular field and water sports in order to qualify them to teach these activities.

Goucher College, Baltimore, Maryland, gave a camp counsellors' course in 1922–23 which included such topics as history and organization of camps, equipment, professional relationships, child psychology, theories of play, theory and practice of teaching games with emphasis on hockey, basketball, baseball, tennis, swimming, and water sports.

One of the difficulties of some of the camping courses conducted by Schools of Physical Education and other schools is that the students do not do any of their work in camp. Ideally all of the camping course should be

conducted in camps and there should also be boys' and girls' camps to serve as demonstration and practice camps. Another serious difficulty, but one possibly more easily remedied, is the idea often held that the usual gymnasium and field sports furnish the chief activities for camp. Camps can have, and many camps do have, a program that grows out of life in camp rather than a program transplanted from city school or playing field to camp.

The reprinting of the detailed announcement of the Camp Leadership Course given at Teachers College, Columbia University, in the spring of 1923, together with something of the way this course is organized and conducted, may, in briefer space, make clearer this scheme of training camp leaders than would an abstract and a more lengthy discussion of this topic.

Teachers College, Columbia University

Fourth Camp Leadership Course for Camp Directors, Counsellors, Short-term Campers and All Those Interested in Camping

March 12 to April 30, 1923

Teachers College, Columbia University, in co-operation with the leaders of various organizations interested in camping, including the Camp Department of the Palisades Interstate Park, announces the Fourth Camp Leadership Course, beginning March, 12, 1923.

The eight meetings at Teachers College, 525 West 120th Street, New York City, will be on Monday evenings, 7:20 to 9:30 o'clock, March 12, 19, 26; April 2, 9, 16, 23, 30. The five days, April 24–29, will be spent in Camp at Bear Mountain, Palisades Interstate Park, Iona Island, New York.

In the course given at the College on Monday evenings the whole group will meet together for the first hour; for the second hour there will be three sectional meetings—for Directors, Counsellors, Short-term Campers. There will be exhibitions, and opportunities for informal conferences from 7 to 7:20. Those in charge of the course will be glad to help arrange these personal or group conferences.

Credit: It is recognized that many of the students do not take the course for college credit, but for those who so desire, the "Fourth Camp Leadership Course" carries, for regularly enrolled students of Teachers College, one point credit for the Monday evening meetings, which are registered for under the title Ed. 289ax. Students taking the course for credit will

have assigned readings and a test. The course is not open for credit to freshmen or sophomores of the School of Practical Arts.

Registration: Registration may be made at the Registrar's Office, Teachers College, prior to or at the time of the opening of the course, or by mail. All registrations for camp must be made by April 19.

Tuition: $10 for the Monday evening meetings and $17.50 for the five days in camp. Former members of Camp Leadership Courses, and others by permission of the director of the course, may also spend the week in camp; a registration fee of $2 in addition to the camp fee is charged for members of this group. Members of the course who cannot spend the whole week in camp may come for the week-end, April 28–29. Rate, $3.50 per day, the amount the College pays the Commissioners of the Palisades Interstate Park for each person in camp.

There were 189 members in the course last year, about one-third of whom were directors of camps. Several of these members of last year's course had been members of the two previous Camp Leadership Courses.

The Camp Leadership Course owes its success to the co-operative and continuing interest and effort of the camp leaders themselves, and to the various organizations which are working together to help develop good citizens through camping.

Plan of Fourth Camp Leadership Course

NOTES: The general plan for all meetings is for the speaker to use about two-thirds of the time in formal presentation of the subject assigned, and then to lead a discussion and answer questions. All members of the course are invited to participate actively in all discussions. This is one of the opportunities for campers to get the help they want and to share their own experience with others.

March 12

7:00 Exhibition: Camp booklets.
7:20 Business.
7:30 Plan of the course.
7:45 Camping ideals.....Dr. Fretwell
8:30 Directors—A statement of what I am striving to accomplish in my camps and how I am trying to do it....Dr. Meylan
8:30 Counsellors—My conception of a camp counsellor. Mrs. Farnsworth and Mr. Underhill
8:30 Short Term Campers—The aims and problems peculiar to short term camps.....Miss Jolliffe
9:30 Closing.

March 19

7:00 Exhibition: Pictures—"Camp Leadership, 1922." Informal conferences.
7:20 Business.
7:30 Ideals in camp music—Lecture, discussion, demonstration. Professor Farnswoth
8:30 Directors—The classification of campers on a psychological basis and the use of psychological tests.....Dr. Pintner
8:30 Counsellors—Camp dramatics.....Miss Ferris
8:30 Short Term Campers—A 365 day publicity campaign for short term camps and how it works.....Mr. McDonald
9:30 Closing.

March 26

7:00 Exhibition and informal conferences.
7:20 Business.
7:30 Camp spirit—what it is and how to develop it. Mr. Beckman
8:00 Shall camping be a formal program.....Mr. Atkinson
8:30 Directors—The training of counsellors in camp. Dr. Lehman
8:30 Counsellors—Fire building and out-door cooking in camp. Mr. Smith
8:30 Short Term Campers—Camp crafts in a short term camp. Miss Kempthorne or Mr. Scott
9:30 Closing.

April 2

7:00 Exhibitions and informal conferences.
7:20 Business.
7:30 Reading in camp.....Dr. Briggs
8:30 Directors—Camp supplies for 1923.....Mr. Gordon
8:30 Counsellors—Nature lore in camp.....Mr. Finley
8:30 Short Term Campers—The Camp Andrée experiment. Mrs. Rippin
9:30 Closing.

April 9

7:00 Exhibition: Blue prints and plans of camp buildings. Conferences.
7:20 Business.
7:30 Camp construction and the pioneer spirit in camp. Major Welch
8:05 A forester's conception of a camp of the future. Mr. Bullock
8:30 Directors—Special camp features: The trip to camp, camp assemblies, Sunday in camp, camp sings, campers' birth

days, camp founders' day, Fourth of July, Sunday suppers, "Inter-camp Frolic," gypsy trips, closing days, camp reunions..... Discussion led by Dr. Fretwell

8:30 Counsellors—Counsellors will join directors or short term campers.

8:30 Short Term Campers—How to develop and carry out the program for the evening camp fire..... Mr. Fagans

9:30 Closing.

April 23

7:00 Exhibition and informal conferences.

7:20 Business.

7:30 Nature study in camp..... Dr. Vinal and Dr. Palmer

8:30 Directors—Training plans for swimming and water safety by
(1) the American Red Cross..... Commodore Longefellow
(2) National Association Directors of Girls' Camps.
Miss Deming

8:30 Counsellors—Camp hikes ..... Mr. Smith and Dr. Vinal

8:30 Short Term Campers—Nature-study in a short term camp.
Dr. Palmer

9:30 Closing.

April 24–29. Five Days in Camp at Bear Mountain.

Camp Leadership will open at Bear Mountain Inn, Iona Island, New York, Tuesday, April 24, and continue to Sunday afternoon, April 29. The camp will feature nature lore, camp games, pioneer construction, fire building and outdoor cooking, hikes, canoeing, dramatics, story telling, the camp museum, group conferences on camp topics of common interest. Among the leaders who will be there are Mr. Wyche, Mrs. Farnsworth, Dr. Vinal, Dr. Palmer, Mr. Gordon, Mrs. Fretwell, Mr. Smith, Miss Kempthorne, Mr McDonald, Mr. Hyde, Major Welch, Miss Jolliffe, Miss Deming, Mr. Southworth. As usual Dr. Allen as camp physician will have charge of all health regulations, and Dr. Fretwell will be director of the camp.

April 30

7:00 Exhibition and informal conferences.

7:20 Business.

7:30 Story telling in camp..... Mr. Wyche

8:30 Directors—Camp morale..... Dr. Fretwell

8:30 Counsellors—Camp crafts ..... Miss Heintz

8:30 Short term camps in the Palisades Interstate Park.
Miss Jolliffe

9:00 Final round-up conference—One new thing I am going to try in camp this season—Everybody.
Discussion led by Dr. Fretwell

9:30 Closing.

DIRECTOR OF COURSE

DR. ELBERT K. FRETWELL

SPECIAL ADVISERS

DR. J. WILFORD ALLEN
MR. C. J. ATKINSON
MISS MAUDE W. BURGESS
MR. PHILIP D. FAGANS
MRS. CHAS. H. FARNSWORTH
MR. EUGENE C. FOSTER
MISS GERTRUDE GOGIN
MISS RUBY JOLLIFFE
DR. EUGENE H. LEHMAN
MISS EDITH KEMPTHORNE
MR. L. L. MCDONALD
MRS. JANE DEETER RIPPIN
MR. R. C. SHELDEN
MR. C. F. SMITH
MAJOR W. A. WELCH
DR. JESSE F. WILLIAMS

SPECIAL LEADERS

J. WILFORD ALLEN, M.D., Director, Camp Ponemah; President, National Association of Directors of Girls' Camps.

C. J. ATKINSON, Executive Secretary, Federated Boys' Clubs.

H. C. BECKMAN, Director, Camp Dudley.

THOMAS H. BRIGGS, PH.D., Professor of Education, Teachers College.

WARREN BULLOCK, Secretary, National Forestry Program Committee; Director, Information Service, American Paper and Pulp Association; Director, Camp Mishike.

MAUDE W. BURGESS, Acting Executive Secretary, Woodcraft League.

ELEANOR DEMING, Director, Camp Mirimichi.

PHILIP D. FAGANS, formerly Executive Secretary, Woodcraft League of America, and President, Camp Directors Association of America.

CHARLES H. FARNSWORTH, Associate Professor of Music, Teachers College.

MRS. CHARLES H. FARNSWORTH, Director, Hanoum Camps.

HELEN FERRIS, Editor, Camp Fire Guardian; Author.

CHARLES W. FINLEY, Instructor in Biology and General Science, The Lincoln Schol of Teachers College.

EUGENE C. FOSTER, City-wide Secretary for Boys, Y. M. C. A., New York City.

ELBERT K. FRETWELL, PH.D., Associate Professor of Education, Teachers College.

JEAN HOSFORD FRETWELL, Instructor in Scouting, Teachers' College, Summer Session; formerly Head of Physical Education for Girls, Lincoln School of Teachers College.

GERTRUDE GOGIN, National Director, Girls' Work Bureau, Y. W. C. A.

H. A. GORDON, General Director, Boy Scout Camps, Kanohwake Lakes.

ZELAH HEINBAUGH, Girl Reserve Secretary, Central Board, Y. W. C. A.
B. T. B. HYDE, American Museum of Natural History; Director, Museum, Boy Scout Camps, Kanohwake Lakes.
RUBY JOLLIFFE, Superintendent, Camp Department, Palisades Interstate Park.
EDITH KEMPTHORNE, National Field Secretary, Camp Fire Girls.
EUGENE H. LEHMAN, PH.D., Principal, Highland Manor School; Secretary, Camp Directors' Association of America; President, Highland Nature Camps.
W. E. LONGFELLOW, Director of Life Saving, American Red Cross.
L. L. MCDONALD, National Camp Director, Boy Scouts of America.
GEORGE MEYLAN, M.D., Professor of Physical Education, Columbia University; Director, White Mountain Camp; Director, Camp Arcadia.
E. LAURENCE PALMER, PH.D., Professor of Rural Education, Cornell University.
RUDOLPH PINTNER, PH.D., Professor of Education, Teachers College.
MRS. JANE DEETER RIPPIN, Executive Secretary, Girl Scouts.
LESTER F. SCOTT, Executive Secretary, Camp Fire Girls.
R. C. SHELDEN, Executive Secretary, Big Brother and Big Sister Federation, Inc.
C. F. SMITH, Instructor in Scouting and Recreational Leadership, Teachers College.
IRVING SOUTHWORTH, Assistant Scout Executive, Nassau County, New York.
RALPH I. UNDERHILL, Supervising Principal, Public Schools, Scarsdale, New York; Director, Kingswood Camp.
WILLIAM GOULD VINAL, PH.D., Rhode Island College of Education; Director, Camp Chequesset.
MAJOR W. A. WELCH, Chief Engineer and General Manager, Palisades Interstate Park.
JESSE F. WILLIAMS, M.D., Associate Professor of Physical Education, Teachers College.
RICHARD T. WYCHE, Organizer and Former President of the National Story Tellers' League.

Mention has already been made of the training courses conducted by such organizations as the Boy Scouts, Camp Fire Girls, Girl Scouts and other national organizations having camping as a part of their program. One such course is that given at the Girl Scout National Training School at Camp Andrée Clark, Briarcliff Manor, New

York. The following is an outline of the camping course given at this school during June, 1923.

Campers' Schedule

June, 1923

June 5 (*Tuesday*), A. M.—Camps, types; committee organization. P. M.—Bathing and safety arrangements; music clubs; folk dancing; nature study.

June 6 (*Wednesday*), A. M.—Health safeguards; tent pitching. P. M.—Camp traditions.

June 7 (*Thursday*), A. M.—Camp management; camp layout; staff organization; wood and uses. P. M.—Camp traditions.

June 8 (*Friday*), A. M.—Hike organization; tracking, trailing; personal equipment. P. M.—Overnight hike; site and layout; campcraft—perch latrine; cache, bed, water supply, etc., broilers, starcraft.

June 9 (*Saturday*), A. M.—Camp management; draw camp layout; camp stove. P. M.—Camp traditions.

June 10 (*Sunday*), A. M.—Free day. P. M.—Swimming, camp fire.

June 11 (*Monday*), A. M.—Camp management; budgets, business records, staff, menus. P. M.—Same as forenoon.

June 12 (*Tuesday*), A. M.—Ceremonies; games, forestry.

June 13 (*Wednesday*), A. M.—Camp management; draw up camp schedules. P. M.—Swimming; camp fire.

June 14 (*Thursday*), A. M.—Training counsellors; problems. P. M.—Swimming; camp fire.

June 15 (*Friday*), A. M.—Andrée week organized; stalking games. P. M.—Andrée week; investiture troop organization.

June 16 (*Saturday*), A. M.—Guying, flag pole, etc., Patrols 1 and 2; tent pitching, Patrol 1; scouts' pace, nature game. P. M.—Campers' school in charge of water meet.

June 17 (*Sunday*), A. M.—Bird walk. P. M.—Tea for Local D School and staff, staff meeting; demonstration for tree planting.

June 18 (*Monday*), A. M.—Map making, beginners; map games, contour maps; tent pitching, Patrol 2.

June 19 (*Tuesday*), A. M.—Practical fires; camp sites; staff organization; color ceremonies. P. M.—Troop supper cooking hike (steak); camp fire, games, game demonstration.

June 20 (*Wednesday*), A. M.—Supplies and foods; first aid; camp reports. P. M.—Overnight hike test.

June 21 (*Thursday*), A. M.—Finish up practical work; one

new idea I am going to try. P. M.—Rally, camp tableau; campers' curtain.

June 22 (*Friday*), A. M.—Troop drill; presentation of awards.

N. B.—Note books must be handed in every night.

National Training School Camp Andrée Clark, 1923

Lectures—Subject to Change

June 4 (Mon.) Afternoon.....Dr. Pattison
June 5 (Tues.) Afternoon: Water Front Protection.
Mrs. Deubig
Good Songs for Community Singing.
Mr. Archer
June 6 (Wed.) Afternoon, 4–6: Snakes.....Mr. Hyde
June 7 (Thur.) Principles of Leadership.....Mr. Kelly
June 8 (Fri.) Public Speaking.....Mrs. Lloyd
June 9 (Sat.) Ballads.....A. Thoorsell
June 10 (Sun.) Scouts Own.....Mrs. H. Taylor
June 11 (Mon.) Story Telling with Demonstration.
Oleda Schrottky
June 12 (Tues.) Teaching Health to Children.....Sally L. Jean
June 13 (Wed.) Drama.....Miss Everts
June 14 (Thur.) Life's Hazards.....Maude Miner
June 15 (Fri.) Preservation of Forests.....Mr. Francis
New York State College of Forestry
June 15 (Fri.) Talk on Indians.....Mrs. Scoville
June 16 (Sat.) Afternoon: Swimming meet arranged and promoted by.....Campers' School
Evening: Indoor Rally arranged by
L Directors' Sch.
June 17 (Sun.) Scouts Own—Laws Ceremonial.
June 18 (Mon.) Woodcraft.....Thompson Seton
June 19 (Tues.) Dr. Butterick
June 20 (Wed.) Spontaneous Stunt night.....
June 21 (Thur.) Investiture.....
Competition by Patrols—Question Box evening, Stunts, etc.

It may be kept in mind that there are four groups that a camp course may attempt to train, viz, those not proficient in any particular camp activity, those who are trained in some particular activity but without experience, those of both training and experience and, finally, the camp directors. It is probably unwise for any short camp-leaders' course to attempt to train the first group.

By having all the members of a camp-leaders' course meet together for the more general parts of the program

and meet in separate groups for work specially suited to the particular groups, it seems possible to serve the needs of the last three groups listed above, in one course.

At the present time it seems wise not to make the training course too long—eight or ten two-hour or two-hour-and-a-half meetings is probably long enough.

In the opinion of those who have planned the Teachers College Course eight two-hour or two-hour-and-a-half meetings have been considered most successful. As to the time of holding the meetings local conditions will have to determine. The Boston University course has been successful in serving a large group on Saturday mornings, while at Teachers College, New York City, the meetings are held on consecutive Monday evenings.

It seems unwise to bring in speakers from outside the camping field at any time, unless they aid in developing some problem already under consideration or when they can inaugurate some phase of camp work that is to be followed up in the course.

For an evening meeting it has been found of great service for those directing the course and those taking part in the evening program to meet for dinner to discuss what has already been done in the course, and to talk over the contribution that the program of that particular evening is aiming at. Naturally all the suggestions that those directing the course wish to make have been made probably weeks in advance, but this discussion of the evening's program during the dinner conference preceding the evening meeting seems to make for a unity and continuity in the course.

In order to develop a program for a camp leaders' training course, it is desirable for representatives of all those agencies in a community interested in camping to get together and decide whether or not there shall be such a course, and, if so, when and under what auspices it is to be run and who is to direct it. The representatives, at their first meeting, can also decide the general character of the course and appoint a committee to whip the program into shape. At a later meeting of all the representatives, this committee can report, receive all the suggestions that are made and revise the program so that, as nearly as possible, it will meet the needs of

all agencies concerned. Although there are many agencies represented in organizing the course, when it is organized, there must be one executive, in whom all of the agencies have confidence, to have charge of the course.

When there are a score or more of specialists speaking or leading discussions in a course, there must be one mind running through the whole program. It is the business of the executive or director of the course to see that this one uniting purpose ties the whole course together. This does not mean that speakers must agree. It certainly would be a dull course were there no lively differences of opinion, but these animating disagreements must work toward some progressive purpose.

Probably every course that has ever been given has too many speeches and too few discussions.

A definite theory of the course should be stated in the beginning. The discussions and speeches and teaching in the course may agree or disagree with this theory but whatever is done it should be done consciously.

All teaching and all discussion should be concrete with active, fresh illustrations drawn from camp or be closely allied to the work in camp. There is then evidently small place in such a course for "laudatory addresses" about what a fine thing camping is. Laudatory addresses by leading citizens will probably kill the best camp leaders' courses ever planned.

The exhibition of camp equipment that has been used, or of work done in camp, or camp pictures, or teaching material, is worthwhile if presented when the members of the course can observe or neglect it just as they please. In addition such exhibitions can give a camping flavor to the meeting place. Few exhibits can be of such importance as to warrant holding them over for a second meeting.

A logically organized course will consider such topics as camp sites, camp equipment and buildings, health and sanitation, food, the camp program, organizing the camp staff, business records and accounting, camp directors ethics and so forth, but the logical program in most cases will have to give way in the short course to the greatest needs of the greatest number interested in the course. A

perfectly logical program, if one is ever found, will probably fail in any camp leaders' course.

The fundamental idea in any camp leaders' training course can be, "What are the ends to be attained in camping; what are the ends to be attained by the camps represented in this group; what are the most important ways for this particular group to attack these problems to gain the desired ends?"

A camp leaders' course should have so much sincerity, so much of the spirit of give and take, so much life and go, fun and real work in it that in itself it is the next best thing to a trip to camp.

Granting that a worth while program has been set and that it is run on time, those responsible for directing the course can do much to determine the mental and emotional attitude of the members of the course. Just as in camp, the morale of the course is important.

Whenever the leaders' course is run in sections, as is done in the latter half of each meeting in the Teachers College Course, there should be a permanent chairman of each section who knows all the members of that section, introduces special speakers, guides discussions and sees to it that every member of that section gets the service the course is supposed to offer.

It seems to be of special importance to afford an opportunity and to encourage those of the same or closely allied interests to meet in discussion groups before the regular meetings or at such times as the groups may desire outside the regular course.

If the course can be taken for regular college credit, these students taking it for credit should be met by the instructor for discussion of problems and of assigned readings and tests, outside of the more general course.

Wherever it is at all possible the members of a camp leaders' training course should go to camp for at least a week. During this week in camp emphasis should be placed on putting the theory of the course into practice. The campers will be organized and the camp will be run as nearly like a regular camp as the conditions will permit. While there will be conferences on any camp subject in which a sufficient number are interested, probably at a discussion hour every day, yet the emphasis will be on camp-

ing rather than on talking about it. The best known methods will be used in such activities as nature lore, pioneering, outdoor cooking, care of campers' health, games, treasure hunts, in developing the camp museum and so forth. So far as possible or desirable, tent pitching, fire making and all camp activities will be thrown into the form of games, or dramatic episodes or quickly devised pageants. Camp fire programs will be worked out and presented. If the weather is fine every day in camp all those who are going to be in camps in the eastern half of United States should imagine that some one day is rainy and put on a program for a rainy day in camp. From this central camp there can be short trips planned and organized as such trips should be. Likewise there can be, for those who pass the medical inspection by the camp physician, overnight hikes under leadership more than competent. Camp songs can be written and sung, camp assemblies and Sunday services in camp will be held and these should be of such a nature as to stimulate and guide to still better practices in the summer camps.

It is an open question whether any persons should be admitted to the week's training camp who cannot come for the whole period.

The week in camp, even under the most favorable circumstances, is much more difficult to organize and direct successfully and is much more expensive than the lecture discussion course held once a week, but it is worth the effort it requires. If all those who are leaders in the course give their services, the tuition fees for the regular course are used by some institutions to meet all expenses of the camp. In such cases the only cost to the campers is their own meals.

As most colleges and universities are now organized and equipped, it is necessary for the college to work in co-operation with some organization that has facilities for camping if any part of the course is to be carried on in camp. Not all schools are as fortunate as the Sargent School of Physical Education or the Y. M. C. A. College at Springfield for carrying on the real camping. If it were not for the cooperation of the Commissioners of the Palisades Interstate Park and of the Boy Scout Camps

in the park, Teachers College could not carry on the kind of camp it does at Bear Mountain.

With the increasing percentage of our population living in cities there is an increasing biological necessity for camping. As a result public schools and other public agencies, in time, undoubtedly will need to provide some means to enable those who cannot now afford the expense of going to camp to spend at least a few days or weeks in the out-of-doors. Whether the support is private or public the camping movement whereby at present only something like a half million boys and girls get into camp every summer, will undoubtedly grow. It really has just begun in the United States. As the movement grows there will be such an increasing demand for trained camp leaders that the present short courses carried on by various national organizations and by colleges and universities, will have to give way to longer and more thorough courses. Likewise courses in the various natural sciences, in manual and the fine arts, in physical education and in hygiene will have to pay more attention to training their students in the subject matter and method of work that will be carried on in camps.

As camp standards are raised, camps will pay an increasing amount of attention to an educational program that will supplement the schools. There will continue to be something of the physical hardening process in camps and there will continue to be, as there is now, no place in the camping movement for a "boarding-house in the woods."

Civilizations of the past that have grown weak and fallen, so it has been pointed out, have fallen before the rush of some people from the open country. Some "Shepherd King" has been the victor. As one means of preserving and developing our civilization, boys and girls must have some chance to grow, to become vitally strong, by contact with the soil. *To guide and develop this movement trained leaders are an absolute necessity.*

CHAPTER XIII

CAMP STANDARDS

While the modern camping movement is comparatively new, attempts have already been made to fix standards representative of the best knowledge upon the technique of camping.

Such attempts have been made by the Camp Standardization Commission of the Association of Boys' Work Secretaries of the International Committee of the Y. M. C. A.; the Department of Camping of the Boy Scouts of America and by several state departments of health.

Two methods of grading have been adopted. The first is the letter-number-point system whereby a given camp may be graded as an A, B, C, etc., camp,—the classification depending upon the percentage attainment in a given schedule of number point values. This is the method followed by the Camp Standardization Commission of the Y. M. C. A.

The second method is by letters only. A given camp is an A, B, C or D camp, depending upon its conformity to a given set of requirements. This method is used by the Camping Department of the Boy Scouts of America and by the Maine State Health Department.

Surveys

Under either method the position of any given camp is determined by a careful survey. The necessary accompaniment to any system of standardization, therefore, is a set of survey forms upon which may be recorded exact facts covering all phases of camping taken account of in the standardization plan.

The following are the detailed plans which have been developed:

Y. M. C. A.

Plan for Standardization of Association Boys' Camps
(Adopted November 12, 1922)

Administration

1. Camp name, dates, location, names and addresses of leaders registered with the State or Provincial office of the Young Men's Christian Association prior to camp 25
2. Budget.—An estimate of receipts and expenditures carefully prepared and approved by Controlling Committee in advance of camp..... 25
3. A practical system of accounts with fully audited report at end of season..... 10
4. A detailed report of season's program and activities filed with State or Provincial Office with six photographs of camp activities..... 25

Organization

1. Camp director in charge of the camp—adult, member of evangelical church with at least two seasons' experience in boys' camp (not less than 2 weeks each) 100
2. Leaders—one *adult* (over 18 years) Christian leader for every 7–10 boys in camp..... 100
3. Camp operated under the direction of a special camp committee representing the Board of Directors or Committee of Management..... 25
4. An experienced health officer with adequate provision made in case of accident or illness..... 25
5. An organized camp council of boys and leaders..... 25
6. Conduct a training class for prospective camp leaders on camp organization, management, and program—not less than three sessions, held prior to attending or at the beginning of the camping season..... 100
7. A paid and experienced cook providing a well-balanced wholesome menu for every meal..... 50

Program

1. A physical examination of every boy before or at the time of entering camp..... 50
2. A definitely planned four-fold program in camp, including at least the following activities:
   A. An organized daily Bible Study, preferably in groups 75
   B. Camp fire and chapel talks with religious, educational, and health topics..... 50

C. Daily organized classes in either Nature Study, Woodcraft, First Aid, Camp Craft, Manual Training, Athletic Instruction, etc..... 25
D. Supervised recreation, athletics, aquatics (which includes daily swimming periods and use of boats), hikes, etc..... 25
3. Daily thorough inspection of tents, commissary, mess hall, kitchen, latrines, etc..... 15
4. Personal or Group attainment system including the four-fold idea..... 100
5. Personal interview with every boy in camp (if desired, using the Christian Citizenship Training Program, or Canadian Standard Efficiency Test, charting plan) 70

Location, Equipment, Health and Sanitation

1. Good drainage..... 10
2. Sufficient analyzed drinking water..... 10
3. Fly-tight latrines..... 10
4. Daily sanitary disposal of garbage..... 10
5. Sanitary dish washing plan..... 10
6. Adequate provision for personal cleanliness, such as wash basins, a place to wash clothes, etc..... 10
7. Airing of bedding, clothing, etc.—daily if possible, *i.e.*, weather permitting..... 10
8. A minimum of 9 hours of sleep..... 10

Grading

Class A means grading 900 points and over.
Class B means grading 700 to 900 points.
Class C means grading 500 to 700 points.
Less than 500 points not recognized as standard

Association of Boys' Work Secretaries

Camp Standardization Questionnaire 1923 Y. M. C. A. Boys' Camps

NOTE: Answer all questions on this blank. Those unanswered count against you. Send one blank to your State Committee Y. M. C. A. not later than September 15. Keep the Duplicate.

Administration

1. Name of Camp.....Where located.....
Conducted under auspices of Y. M. C. A.....
State.....
2. Attach hereto copy of financial report of camp operation OK'd by Auditing Committee.
3. Attach hereto sample daily and Sunday program of camp.

Organization

4. Name of Camp Director.....
   Member of what Church.....How many years of experience in directing camp.....
5. How many adult leaders (18 yrs. and over) assisted in camp supervision.....
   How many boys assigned to each adult leader.....
6. Do you have a special Camp Committee.....
   When did they first meet for this year's camp.....
7. Who was responsible for health of camp.....
   Does he hold First Aid Certificate or other credential (name) .....
8. Did you have an organized Camp Council of Older Boy Leaders.....What service did they render.....
9. Did you conduct a Volunteer Leaders Training Course for camp leaders prior to camp.....How many sessions .....Number enrolled.....
10. What did you pay for Cook's services.....Attach sample daily menu. Was he experienced and was work satisfactory.....

Program

11. Was each camper given a physical examination before arriving at camp.....By whom were these examinations given .....Attach form of physical examination blank used.
12. Did you conduct an organized daily Bible Study session or daily chapel talk.....What courses were used.... .....Did you conduct tent vespers .....How many of the Camp Fire Talks were Religious.....Educational..... Physical.....Economic.....World Outlook.. .....In which of these subjects did you have organized daily classes (check): Nature Study.....Scouting .....First Aid.....Woodcraft.....Athletic..... Camp Cookery.....Who was responsible for supervision of: Hikes.....Swimming .....Athletics.....
13. Was daily inspection of tents, mess hall, kitchen, latrine and grounds made.....
14. Did you use a personal attainment system using fourfold program.....Attach statement of plan used and awards given.
15. What percentage of the boys were interviewed using the C. C. T. P. Charting plan or some other plan.....

Location and Equipment

16. Was the drainage in your camp good....fair....poor....
17. What was the source of your drinking water.....
    By whom was it analyzed.....
18. Was your latrine constructed so as to be protected at all times from flies.....Was it screened or boarded in .....
19. How did you dispose of garbage.....
    How often.....
20. Who did the dishwashing.....
    Were dishes rinsed in hot water following.....
21. What provision was made for personal cleanliness such as wash basins, place to wash clothes, etc.....
22. How often was bedding aired.....

Miscellaneous

NOTE: Your reply to the following questions will be greatly appreciated by the camp committee whose responsibility it is to make a study of 1923 Camp Experiences for special report to all those entering the Standardization Contest. These questions are not credited in grading.

23 What was the attendance of the camp.....
    Younger Boys.....High School.....Employed.....
24 Were boys given an opportunity for definite decisions for Christian Life.....Life Work.....
25. Did you promote morning watch.....
    How.....
26. What rates did you charge for camp.....
    Did this include transportation.....
27. What methods of promoting attendance did you use..... .....Did you issue printed matter.....
    Send sample making note of cost of same. What is your estimate as to its value in "pulling power".....
    .....
28. Write frankly and fully your suggestions for 1924 Camp Standardization.

Boy Scouts of America, Department of Camping

Graded Requirements for Boy Scout Camps

(Adopted September, 1922)

Purpose

(a) To make camping safe and scout-like.
(b) To encourage all troops and council organizations to aim at higher achievement in camp than that required for the novice or beginner.
(c) To stimulate team work and group pride by recognition

of achievement of the camp as a group as well as of individuals.

(d) To secure larger percentage of enrollment of scouts in properly organized camps.

Principles on which Grading is Made.

(a) No credit to be given for anything which may not be achieved by a troop of boys of smallest means through persistent effort and proper leadership.

(b) Require, for minimum camps, physical safety and conditions essential to scout-like conduct.

(c) For the "B" grade score points for better than the ordinary facilities for the comfort, safety and improvement of the campers

(d) Include recognition of service rendered by individuals or groups to the camp as a whole.

(e) For "A" grade require in addition to "C" and "B" grade, superior facilities in every phase for camp-craft and achievement.

(f) Recognize also percentage of enrollment, leadership training and development of special service team for the use beyond camp limits or in home community.

(g) Award "A" grade only on creditable evidence of actual service rendered by campers to people outside the camp during the camping season.

Method of Inspection for Awards

(a) Blank inspection form and complete instruction will be furnished to a local inspection committee; report to be made by this committee of the assignment of grade and the reasons for such assignment; the reports being forwarded direct to the office of the national camp committee.

(b) The approval or disapproval of these awards will be made by the published annual report; no correspondence required except an acknowledgment of the report.

(c) This inspection report will be filed with copy of the camp director's report made to the local troop or camp committee at the close of the season.

(d) This will have the advantage of inducing prominent citizens in each community to make a thoughtful study of what a camp should be and giving them a suitable occasion on which to visit the camp with proper incentive for such visit.

(e) The intelligent interest of such men will prove a great safeguard to the character of each camp organization

and help to guarantee the permanence of all camps worthy of the name of "Scouting."

Requirements for A, B, and C Grade Camps

Leadership and Personnel

"C" Grade Requirements

1. An adult leader in charge as a resident of the camp.
2. Boys actually registered as members of scout troops.
3. Leadership and plan of the camp authorized by local troop committee or camp committee representing them.

"B" Grade Requirements

1. At least one adult for every ten boys (under 18 years) in camp at all times.
2. Volunteer leadership at least equal in number to paid leaders.
3. Fifty per cent of troop membership in attendance or, if council camp, 50 per cent of all boys accompanied by adult officials of their own troops.
4. Camp Director registered at National Headquarters as director in charge of camp.

"A" Grade Requirements

1. Camp Director a commissioned officer of the Boy Scouts for at least one year and with previous experience as leader in an organized camp for boys.
2. Adult leaders in proportion of one to every eight boys in camp.
3. Enroll 75 per cent of troop membership, each troop accompanied by its own Scoutmaster or assistant.
4. Volunteers in proportion of two to one as compared with paid leaders.
5. Merit badge scout assigned to definite responsibility for camp work in line of merit badges won.

Camp Site, Buildings and Equipment

"C" Grade Requirements

1. A plot of ground suitable for campers' comfort and safety which they have a written permission to use in definite agreement with the owner.
2. Building and equipment adequate to protect all campers from discomfort in spite of ordinary changes of weather or temperature.

"B" Grade Requirements (Additional)

1. Camp site to qualify as especially good in three of the following points:
   a. location; b. forestry and plant life; c. opportunity for Scouting games; d. water supply for drinking, swimming and boating; e. scenic or historic setting.
2. Buildings, bridges, trails, etc., constructed or improved by the camp organization which will leave the camp site at the end of the season better for future camping.
3. Camp equipment to use in all extremes of weather for year around camping in the locality.
4. Equipment and buildings in all respects showing attention to careful use and good repair.

"A" Grade Requirements (Additional)

1. Camp site owned by local scout organization or leased for a term of years by formal agreement allowing permanent improvement.
2. Acreage not less than ten acres per troop.
3. Equipment to include infirmary, outdoor ampitheatre, museum, officers' headquarters, signal towers, rustic bridges, swimming piers or floats, built by boys while in camp.
4. Forestry and plant life improved and cultivated under supervision of expert forester, woodsman, or naturalist.
5. Movable equipment used by the camp to be the property of the scout organization conducting the camp.
6. Make equipment and buildings available for some other group of campers at a time when not in use by scouts, using scout leaders as volunteer helpers.

Program

"C" Grade Requirements

1. A clearly defined scoutlike purpose and schedule of efforts leading towards its accomplishment.

"B" Grade Requirements

1. A list showing time schedule of daily routine posted and followed in camp including the following points:
   (a) Formal physical exercises.
   (b) Scout-craft instruction.
   (c) General camp routine work.
   (d) Recreation camp.
   (e) Swimming and water sports.
   (f) Patriotic ceremony.

(g) Regular hours for meals.
(h) Personal, tent and grounds inspection.
(i) Regular and sufficient time for rest and sleep.
(j) Formal recognition of the Twelfth Law.

2. General program features such as camp fires, stunt night, minstrel show, long hikes, etc.
3. Opportunity for reasonable number of scout examinations for scout advancement to be given while in camp.

"A" Grade Requirements (Additional)

1. Special opportunity for advanced scouting and Merit badge work.
2. Stated course and instruction in leadership for older boys and adults.
3. Particular attention to teaching of camp-craft.
4. Provision for special features each week designed to help or entertain others than the campers themselves, such as swimming and life saving exhibits, bandaging and first aid, home talent dramatics, basket picnics, band concerts, fruit and crop harvesting or cultivation.

Health and Sanitation

"C" Grade Requirements

1. Reasonable care in protection of supply of drinking water.
2. Grounds and quarters clean.
3. Care to keep kitchen utensils and dishes in which food is served free from dirt and contamination.
4. Health inspection of all scouts within twenty-four hours of arrival in camp by a reputable physician.
5. Garbage and camp refuse disposed of daily in a way to prevent breeding and contamination by flies, disagreeable odor or contamination of water supply.
6. A usable first aid kit and home remedy chest.

"B" Grade Requirement (Additional)

1. Health inspection records revised each week.
2. Visit by camp physician three times a week for inspection of scouts, quarters, kitchen, garbage disposal and latrine facilities.
3. An organized sanitary squad of three or more boys receiving special instruction from the camp physician.
4. A first aid kit for each patrol.
5. Water analyzed and certified to by bacteriologist or Board of Health.
6. Careful record of all minor injuries and ailments of patrol members kept by each patrol leader.

7. Garbage disposed of by incinerator or carried away in covered cans which are sterilized daily.
8. Latrines fly-proof, scrubbed and treated chemically or turned out every day.
9. Precautions taken against the spread of disease by flies and mosquitoes and other insects or vermin.
10. Grounds carefully drained.

"A" Grade Requirements (Additional)

1. Health examination, including weight and physical measurements, condition of lungs, blood pressure, hernia, exposure to contagious diseases.
2. Physician actually resident in camp for entire period.
3. Hospital tent or building with suitable equipment for all first aid and treatment of camp ailments and for use in class instruction.
4. Stretcher, medical supplies and first aid material sufficient to use in case of disaster among the neighbors outside the camp.
5. Every source of breeding of flies and mosquitoes removed from camp site and immediate vicinity.
6. Daily sanitary inspection of quarters, person and equipment of campers, kitchen, food supplies, dishes and utensils, by a physician and sanitary squad.
7. Enforce rule of individual drinking cups and canteens, and restrictions as to source of water used by campers for drinking purposes.
8. Health service,—an organized first aid and life-saving group capable of giving emergency help in water, automobile accident, fire or collision beyond the limits of the camp.

Food Supplies

"C" Grade Requirements

1. Ample supply of plain wholesome food.
2. Reasonable care in cooking and serving food.

"B" Grade Requirements (Additional)

1. Menus carefully planned and approved by physician in charge or other recognized authority.
2. Supplies bought in bulk and carefully stored.
3. Attention to refrigeration of perishable foods.
4. Cooking done by an expert cook,—need not be professional.
5. Boys assigned to kitchen and dining room service as camp-craft instruction or training.

"A" Grade Requirements (Additional)

1. Menus to comply with advice of best authorities on diet and food value.
2. Daily record of quantities of food used, number fed and cost per person.
3. At least one-fourth of the food supplies used to be product of the immediate vicinity of the camp, eggs, milk, vegetables, etc.
4. Candy, soft drinks, etc., limited to not more than ten cents per boy per day.
5. All scouts to be given instruction on food values, camp cookery and care of food supplies in camp.
6. Serve one or more meals to visiting party of ten or more persons from outside the camp, entire preparation and serving of the meal to be done by boys.

Business Management

"C" Grade Requirements

1. Careful plan as to resources and handling of fees paid by boys.
2. Prompt payment of bills.
3. Essential facts on which to give a complete financial accounting and audit at the close of the camp.

"B" Grade Requirements (Additional)

1. All fees paid by scouts before arrival in camp.
2. Written receipt required in all cash transactions.
3. Formal contract for use of camp property.
4. Food and supplies bought at wholesale showing suitable discounts and economy for quantities.
5. A careful budget showing receipts and expenditures approved by the troop committee or committee on camping, authorized by them.

"A" Grade Requirements (Additional)

1. Complete inventory of all equipment and supplies brought into camp.
2. Signed requisition and receipt for all equipment and supplies issued.
3. Formal contract with all employees and others to whom payment is to be made for materials or service.
4. A complete system of business records allowing audit and certification at the close of the camp accounting for all money and materials of value entrusted to the camp organization.

Boy Scout Survey Forms

The following survey forms are issued by the Camping Department of the Boy Scouts of America for collecting information on which to base grading of Scout camps.

(Original size of each form: 8½" x 11")

Form 66-4-D—R P

BOY SCOUTS OF AMERICA

Originally Incorporated February 8th, 1910—Granted Federal Charter by Congress June 15th, 1916

This report to be made in duplicate, one copy for the Local Council and one for the Department of Camping. If more than one camp make separate report for each.

REPORT ON COUNCIL TRAINING CAMP CONDUCTED BY

Name of Council _____, City _____ State _____

Name of Camp _____ Located at _____

Period of _____ days: Dates _____ to _____ 1923

LEADERSHIP

Name	Scout Rank	Profession	Weekly Salary	No. Weeks	Recommend for next Year
Camp Director*					
Quartermaster					
Chairman, Court of Honor					
Camp Physician Resident in Camp or Regular Visits					
Bugler					
Commissary Clerk					
Cook _____ (and _____ assistants)					
Swimming Instructor					
Other Officials					
Insurance on Employees _____ Kind _____	Amount $_____	Cost $_____			

CAMP SITE

Owned by _____ No. of Acres _____ Fair Present Valuation $_____

By Street car, railroad, boat, etc. _____ Distance from Headquarters _____ miles

Country: Woodland, plain, rolling, mountains _____ Soil: Sandy, rocky, clay _____

Drainage: Natural or artificial _____ Source of drinking water _____

Water analyzed by _____ When? _____ Result of test _____

Kind of fuel used _____ Source of supply _____

Influence of neighbors _____ Swimming: Lake, river, salt water or artificial tank _____

Main disadvantages of site _____

Suggestions concerning site for next year _____

Note—*If Executive or other Council employee charge salary for time actually in Camp.

EQUIPMENT AND BUILDINGS

Headquarters and mess hall_____ Owned or rented_____

Are buildings and equipment suitable for Winter camping?_____

Number and sizes: Tents_____ Cabins_____ Shacks_____

Types of bedding: Cots_____ Canvas_____ Spring_____ Doubledeck_____

Boats, how many?_____ Were they inspected and marked for capacity?_____

Safety devices: Water safety, buoys supporting ropes enclosing restricted area, grappling equipment, water telescope, life rings, life boat: Communication, auto, horses, bicycles;

Telephone_____; Fire fighting: pails, chemical extinguishers, tools for forest fire_____

First aid equipment_____ What construction work done by campers?_____

Insurance on equipment and buildings. Kind_____ Amount $_____ Cost $_____

Remarks_____

PROGRAMS

Note: Attach copy of regular daily program and list of special features.

What Sunday or other religious programs?_____

System of instruction: Individual, class, patrol, troop_____ Examinations, how often?_____

Court of Honor Meetings_____

Number completing Tenderfoot Test_____ Second Class Test_____ First Class Test_____

Merit Badges_____ Life_____ Star_____ Eagle_____

COMMISSARY AND COOKING

Note: Attach copy of menu and of commissary order and record blanks used.

Was food bought at wholesale prices?_____ About what per cent below retail?_____

System of serving: Family style, cafeteria_____ By adult or boys?_____

Remarks_____

Refrigeration: Ice box or what?_____ Amount of ice per week_____

HEALTH AND SANITATION

Was each boy given Medical Examination by Physician?_____ Where?_____ When?_____

Check the principal ailments. Fever, homesickness, sore throat, sunburn, ivy poison, contagious or infectious diseases_____

Remarks concerning sickness_____

Accidents Give approximate number and cause: Drowning: If any, give full account on separate sheet.

Fractures_____ Cuts_____ Burns_____

Latrine: Pit, water closet, incinerator_____ Garbage disposal system: Pit, incinerator, hauled away_____

Regulations on candy and soft drinks_____ Use of tobacco. Boys_____ Men_____

Precautions against flies, mosquitoes, etc._____

BUSINESS AND FINANCIAL STATEMENT

Cost of Transportation Round Trip _____ (This item not to be included in "fees" below)

Fees Charged Per Day Per Scout, $_____ Officials, $_____ Visitors, $_____

RECEIPTS			EXPENDITURES (Cont.)—Part B—(Permanent Improvements, Etc.)		
Fees from Boys			Total Part A brought forward		$
Fees from Officials			Campsite and Buildings:		
Fees from Visitors			If leased		
For Transportation (if deficit insert below)			If owned by Council, improvements this year		
Camp Store Sales (Profit if any)			Amount purchase price paid this year		
Sale of Equipment			Taxes		
Sale of Provisions			Equipment:		
Fines for Breakage			Fair valuation of equipment brought forward from last year		
Special Contributions			$		
Council Budget Appropriation			Purchased this year		
Total Receipts			Rental on equipment not owned		
EXPENDITURES—Part A (Maintenance, Etc.)			Repairs		
Transportation of Campers and Baggage (loss)			Insurance on equipment and buildings		
of Supplies and Equipment			Total Expenditures		$
Fuel: Cooking, heating, etc.			Surplus:		
Food:			Including Council appropriation		
Meats (_____ lbs.)			Deficit:		
Milk, evaporated (_____ lbs.)			Over and above Council appropriation		
fresh (_____ qts.)			Above information furnished by		
Groceries			_____		
Camp Store Stock: Expense / Receipts — Deficit			Scout Executive, Camp Director		
Supervision and Instruction: Salaries			Approved:		
(_____) Free meals served to officials laborers and helpers not paying board			_____		
Labor: Cooks and others, not staff			Chairman Camp Committee		
Printing and Advertising			Date _____ 1922		
Visitors _____ (_____ Meals)					
Insurance on Employees					
Miscellaneous					
Total (Part A) (Transfer to Item I, below)					

Item I.	Item II.	Item III.
Total Cost of actual maintenance of Boys at camp	÷ No. of Scout-Week units =	Average cost per Boy-Week
Total of Expenditures, Part A, above) $_____	(From line 4, page 2)	$_____

IMPORTANT! PLEASE ASCERTAIN AND MARK ACCURATELY THE ABOVE INFORMATION.

GENERAL INFORMATION AND STATISTICS

Number of troops sending one or more Scouts_____ Total number of different scouts enrolled one week or more_____

What percentage of scouts enrolled under your Council attended camp one week or more?_____ %

How many from outside Local Council's jurisdiction?_____ Boys_____ Representing_____ Troops

Number of Scout-Week units. { One boy stays one week = 1 Scout-Week; One boy stays three weeks = 3 Scout-Weeks } _____ (Transfer this number to item II, bottom of p. 4)
{ Two boys stay two weeks each = 4 Scout-Weeks }

Total adult camp officials: { (18 to 21) Employed_____ Volunteer _____ ; (Over 21) Employed_____ Volunteer _____ } Usual number at one time_____

Evidence of activity of Council Camp Committee_____

What Council officers visited camp?_____

Number of other visitors_____

Other Scout officials or adult representatives of other organizations?_____

From what sources have you received help in developing your plans? Camp Committee?_____ Scoutmasters?_____

Visitations to other scout camps _____ private camps _____

Other camp organizations?_____ City, State or National Parks?_____ Department of Camping?_____

Books, which in particular?_____

Were Minimum Standards of the Department of Camping complied with?_____

What general changes do you recommend for next year's camp?_____

In what way can the Department of Camping be of most help to you in preparing for a better camp next year?_____

Be sure you have attached:

- ☐ Form of applications for campers.
- ☐ Copy of daily program.
- ☐ Menus and commissary blanks.
- ☐ Other forms used.
- ☐ Photographs of campers, equipment and activities.
- ☐ Copy of report by your Camp Committee to Local Council.

Please add complete information concerning any special activities not covered in this report.

BOY SCOUTS OF AMERICA

CAMP INSPECTION REPORT

No. of Adult Leaders _____ Camp Opened _____

No. of Boys in Camp _____ Will Close _____

Name of Camp _____ Location _____ Date of Visit to Camp _____

	Poor	Fair	Good	Excel.	
A. LEADERSHIP (General Impression)					Remarks:
1. Ratio of adult leaders to boys					
a. Camp Director's qualifications.					
Knowledge of scouting					
Disciplinary ability					
Personality					
Genuineness					
Tact					
Health					
Rank in scouting					
b. Qualifications of First Assistant					Recommendations:
Knowledge of scouting					
Disciplinary ability					
Personality					
Genuineness					
Tact					
Health					
Rank in scouting					
2. General estimate of qualifications of other leaders					
B. CAMP SITE					Remarks:—Would you like to camp there yourself?
1. Location					
2. Natural facilities					
3. Equipment					
4. Buildings					
5. Evidence of permanent improvements					Recommendations:
C. PROGRAM					Remarks:
1. Enthusiasm of campers					
2. Wholehearted participation in program					Is program sufficiently varied?
3. Desire to come next year					Any definite attempt at character training?
4. Check not more than three of the following activities which receive special emphasis: ( ) Swimming, ( ) Signalling, ( ) Hiking, ( ) Camp Cookery, ( ) Games, ( ) Baseball, ( ) Drill, ( ) Advancement in Scouting, ( ) Nature Study, ( ) Wireless					How?
5. Moral tone and objectives					Recommendations:
6. Observance of 12th Law (Religious)					
7. Adherence to daily schedule					
8. Opportunity for scout advancement					
D. FOOD					Remarks:—Do the boys like it?
1. Quantity					
2. Quality					
3. Preparation and service					
4. Wise selection					Recommendations:
5. Evidence of economy					

(Over)

CAMP INSPECTION REPORT -- Continued

	Poor	Fair	Good	Excel	Remarks
E HEALTH AND SANITATION					
1 General health of the camp					
2 Water supply					Does a physician live in camp?
3 Drainage					Does one visit?
4 Garbage disposal					How often?
5 Location of latrine					How long would it take to secure
6 Condition of latrine					a doctor in emergencies?
7 Cleanliness of camp and scouts					Is a record of medical inspection
8 First aid equipment					kept? Did you see it?
9 First aid organization					Is it satisfactory?
					Recommendations:
F BUSINESS RECORDS					Remarks
1 Economy in administration					
2 Records kept of scout advancement					Fee paid by boys
3 Point system for camp emblems. (If particularly good, attach copy)					Is a deficit anticipated? If so, how is it provided for?
4 Suitable bank or safe deposit system for campers' surplus funds					Recommendations
G. GENERAL STATEMENT					Remarks:
1 General appearance of clothing					
2 General care of equipment					
3. How safe is the camp?					Would you be glad to have your
4. Is it worth the expenditure of time, effort and money?					boy in camp here? Any whole troops in camp with their scoutmasters?
5. Do the boys think so?					Recommendations
6. In general, how do you rate the camp? (Be careful not to judge hastily)					

Signed _____ Title _____

Submitted at the request of

_____

Department of Camping
BOY SCOUTS OF AMERICA
200 Fifth Avenue
New York, N. Y

Girl Scouts, Inc.

Report and Recommendations to the National Committee on Girl Scout Camps

(For Consideration and Discussion in the Development of Standards for Girl Scout Camps, January 17, 1923. Accepted by the National Committee March 7, 1923.)

Certain very simple but fundamental rules were formulated by the Executive Board of the National Organization in June, 1922, regarding arrangements for sewage, waste, latrine, drinking water, food and swimming in relation to Girl Scout camps. It now seems advisable to go further into detail in regard to standards and minimum essentials for safeguarding and developing girls' camps and the following points under leadership, site, equipment, program, sanitation, food supply and business records are suggested for consideration.

Camp Committee.—It seems advisable to recommend that every Captain or Council who runs a Girl Scout Camp should have a Camp Committee composed of several responsible citizens in the community, some of whom have had unusual camping experience themselves, or possess a knowledge of and an interest in promoting out-of-door activities. No Girl Scout Leader should assume the responsibility of taking girls into camp unless she has previously presented to a Local Troop Committee or to Council Authorities a full and complete statement of the plans and purposes of the camp, and has secured the written approval of the Local Scout Authorities or in case there is no Local Council or Troop Committee, the written approval of the National Camp Department. This will be invaluable backing to the individual in charge in case of unfriendly criticism, accident, or any other unusual circumstance. It will show that she has taken thought regarding the welfare of her girls. All Girl Scout camps, including large mass or institutional camps, small mass or institutional camps, unit camps, week-end camps for industrial girls, short-time troop camps, day-time camps, yacht cruises, overnight hikes, Gypsy camping trips, and all other kinds of Girl Scout camps should comply with the minimum rules.

1. Leadership

A. Required as an Absolute Minimum

1. The Camp Director should be an enrolled Scout and should have had some experience as a leader of girls. She should have full power to enforce discipline.

2. There must always be at least two competent adults in charge of a Girl Scout camp, so that in case of emergency one

may take charge of the emergency, while the other handles the group, no matter how small.

3. There should be additional adult leadership in the proportion of not less than one woman to every sixteen girls in camp.

4. Several girls possessing leadership qualities and sufficient knowledge of Scouting to be patrol leaders and assistant patrol leaders.

5. A system of organization providing for a division of labor in fixing definite responsibilities with such regulations and discipline as will insure safety, efficiency and economy.

6. An expert adult swimmer as instructor and adequate provision for the observance of safety rules in regard to bathing, complying with the rules of the Red Cross Life Saving Corps, if swimming or boating is included on the program.

B. Desirable but not Required

1. That among the camp staff all the requirements for campers' test be covered.

2. That the Director have attended a National Training School.

3. That the Camp Director shall have been a commissioned leader for at least one year and have had previous experience as a director of a camp.

4. A camp staff assigned responsibilities as associate directors and definitely held responsible for specific divisions of the program in addition to the promotion of the camp spirit, and the general well running of the camp as a whole. The following departments should be covered:

a. Business Management.
b. Menus, Food and Supplies.
c. Health (Examinations, Dispensary, Health Inspection).
d. Safety (Swimming, Boating, Fire Drill).
e. Educational Program.
f. Play time.
g. Woodcraft and Woodlore.
h. Camp Duties or "Kapers," etc.

5. At least 50 per cent of the camp enrollment should be accompanied by their own captains or other adult officials connected with the local troop or council jurisdiction from which campers come. Provision should be made for the accommodation of these leaders and an opportunity offered for participation in the program of activities, either as Scouts or as adults, according to their ability and desires.

6. That there be in established camps leadership in the proportion of one adult to every six or eight Scouts.

7. That the person employed as swimming instructor be a member of the Red Cross Life Saving Corps, if possible.

8. That the Council or Scout authorities provide camping facilities and opportunities for at least 50 per cent of their membership some time during the year.

9. That local opportunities and talent, such as is found in the Audubon Society, the Wildflower Preservation Society, the Natural History Society, museum authorities, library authorities, Story Tellers' Clubs, Public Health Federation, Community Service, etc., be made use of in so far as possible by local groups.

10. That the social, philanthropic and educational resources of the community such as Rotary, Kiwanis, Lions and other men's clubs, women's clubs, League of Women Voters, Junior League, Federation of Churches, Parent Teachers' Association, college clubs, National and State Foresters, garden clubs, etc., be called upon and interested in assisting. Special visitors' days when these organizations are invited to visit your camp during certain hours will help win their backing and support.

11. Each camp should have a well-balanced staff in point of age, that is, in engaging counsellors two points should be considered:

a. That the girls need some one with whom to play.

b. That they need a guide and advisor.

2. Camp Site

A. Required as an Absolute Minimum

1. A location which gives proper privacy, sense of independence and freedom from interference by outsiders.

2. Land should have adequate drainage for all extremes of weather.

3. Wood and supplies should be at hand or easily obtainable.

4. The ground should accommodate the members without crowding.

5. Plants, trees and animal life serviceable for Scouting instruction and practice.

6. Absence of unusual and unnecessary hazards,—white water, poisonous reptiles, cattle, high water and such abundance of poison ivy, poison oak, flies and mosquitoes as to endanger the health and comfort of campers.

B. Desirable but not Required

1. Scout Council or Troop Committee to own camp site or execute a formal lease for period of two, three or five years in order to insure continuance and justify permanent improvements.

2. The site should be sufficiently high and rolling to drain off the storm waters readily, and if the season be hot it is usually desirable to face the breeze. In colder weather it should preferably have a southern exposure with woods to break the prevailing winds. In warm weather an eastern exposure, with the site moderately shaded by trees is desirable.

3. The site should be dry, and for this, porous soil, covered with stout turf and underlaid by a sandy or gravelly subsoil, is best. A site on clay soil, or where the ground water approaches the surface should be avoided if possible. Some woody and some clear land for play space and ceremonies, some hilly and some level ground are desirable.

4. Cost of transportation not to exceed 25 per cent of the total cost to each camper. On the other hand, the camp should be wild and woodsy and not too near home.

5. Improvements to camp site added during the year involving one or two hours a week from each girl in camp, or an investment from fees paid by girls or from money which they or their troop have earned. This, or equivalent provision for making the girls feel that the camp belongs to them, and that they are responsible for it, should be essential. Examples: Tree planting or shrubbery planting; wild flowers planted and preserved; making of camp signs; nature exhibitions; wood, leaf and flower collections; making of bird houses, rustic furniture, camp charts and patrol bulletin boards; or care of old-fashioned flower garden.

6. Camp developed along rustic and woodsy lines; not set and formal in arrangement or layout. A military layout is easy to keep your "eye on" but a woodsy informal layout will do the job.

7. A trail to some point of interest outside the camp cleared and marked by Scouts without injuring property or wild life. Permission should always be asked if crossing a neighbor's property.

8. Some community good turn in the way of improvement done by girls while in camp for the principal benefit of others than Girl Scouts.

3. Equipment

A. Required as an Absolute Minimum

1. Tentage or housing for sleeping quarters, or equivalent and equally satisfactory against weather and for privacy, allowing each person not less than twenty-five square feet of floor or ground space, and free circulation of air at all times. This is equivalent to not more than six girls in a 12 by 14 wall tent, or seven girls in a 14 by 14 wall tent.

2. Tentage or equivalent provision for preparing and serving meals should be provided for at some distance from the sleeping tents.

3. Equipment adequate for group health and safety. (Special list for various sized camps to be made up later and furnished by Camp Department of National Headquarters on special request.)

4. Adequate first aid and life-saving equipment for practice and emergency. Snakes virus should be added in certain localities. (Life-saving equipment list to be furnished on request by Scout Headquarters or Red Cross.)

5. No infectious or contagious cases should be accepted for camp.

6. A quarantine tent or equivalent for isolation of all infectious or contagious cases developed in camp,—infectious and contagious cases to be removed at once from camp, unless such action be judged by a physician prejudicial to the life and health of the child. Cases of indisposition should have medical attention upon the recommendation of a nurse, or immediately, in case there is no nurse in camp.

B. Desirable but not Required

1. At least one permanent building not less than 12 by 24 feet with fireplace in it for protection in bad weather. Slab cabin or stained battened buildings are recommended, using oakum and cement to chink slabs.

2. Buildings, tentage and movable camp equipment owned by Scout Organization.

3. Some tents in every camp in an endeavor to further the romance of camping.

4. Tents, sleeping bags, or other portable shelters to be used on over-night hikes and for suitable shelter for short term moving camps, to be the property of Scout authorities.

5. A raft or float equipped with life preservers and life line always ready for use.

6. Crib for beginners where water is deep off dock; otherwise roped for various classes of bathers.

7. Each patrol in camp provided with first aid kit, including material for practice in emergency and first aid work.

8. Fire fighting implements and equipment for use in forest fires, burning buildings, etc., to be used for unusual camp emergencies or for benefit of others outside of camp. Fire fighting equipment in good condition should be kept in each building.

9. Thirty or forty square feet of ground or floor space for each individual camper is recommended as desirable. This is equivalent to four girls to a 12 by 14 wall tent.

10. Board flooring eight inches or more from ground when tents are used in established camps.
11. Fire and burglary insurance on equipment carried by Local Scout authorities.
12. Liability insurance carried by Local Scout authorities.

4. Program

A. Required as an Absolute Minimum

1. A "camp" program including the following:
   a. Regular time for meals, early rising and retiring.
   b. Time for swimming (water sports *under direction*).
   c. Scout craft instruction.
   d. Health and sanitary inspection daily.
   e. Adjustments: Exercise and games daily.
   f. Patriotic ceremonies.
   g. Free time daily.
   h. Nature lore.
   i. Court of Honor daily.
   j. Rest hour daily.

2. Provision and opportunity for church attendance.
3. Patrol organization and Court of Honor system of management for developing self-government and self-reliance.

B. Desirable but not Required

1. An hour and a half daily devoted to scout-craft instruction or practice, stressing wood lore and out-of-door features of the Scouting program.
2. Dramatization:
   a. Some feature of legendary history.
   b. Fantastical plays, pageants, legends, etc., suitable for out-of-door production given for entertainment of campers and neighbors without admission fee.
3. Use of folk dancing, folk songs, folk lore, regularly as an auxiliary part of the program instruction.
4. When practicable, a camp may establish units for different periods of time: One week, two weeks, one month, whole season, etc., classifying girls according to length of stay.
5. A "Hobby hour" or half day each week when girls can do that which they like best.
6. Provision should be made for visitors during stated hours on stated days, and during the time visitors are in camp every courtesy in keeping with the Scout Law and Scout program should be shown them.
7. A non-secretarian Scout camp service on Sundays in camp.

8. Growth of camp spirit through development of camp traditions and customs peculiar to your own camp.

5. *Health and Sanitation*

A. Required

1. In camps longer than twenty-four hours in duration, drinking water must be analyzed and a certification given that it is pure, either by the state or county health officer, or some other person competent to make this analysis and pass judgment. In a longer term camp, water should be tested once monthly.

2. In camps of twenty-four hours or less in duration, water must be boiled, properly sterilized or brought from some source known to have been recently inspected and pronounced pure by county or state health authorities.

3. Water supply should be sufficient to allow three gallons per day per person for drinking and washing purposes.

For sterilization of water in small amounts, Halazone tablets manufactured by the Abbott Laboratories, Chicago, are recommended. One of these small pills or tablets will sterilize one quart of water. Add water to quarter pound of chloride of lime (purchase in one pound cans at grocery or drug store) until a thick paste is formed. More water should be added until the paste is dissolved in about two gallons of water. Pour this solution into the well or spring to be treated. In the case of a dug well, good distribution may be secured by stirring with a rod or by lowering or raising bucket of water. It is wise to allow a well to stand unused for ten hours after treatment. After this time it may be pumped out and the use of water continued.

For hikes, the following solution may be made up and kept on hand. Add to one gallon of water one teaspoonful of chloride of lime previously mixed into a paste with a little water. Stir thoroughly. Bottle this solution and carry on hikes. Nine drops of this solution is sufficient to purify one gallon without leaving a taste.

Boiled water often tastes flat. This means that some of the oxygen has been removed by boiling and the water needs to be aerated. While the water cools, carefully dip cupfuls up and pour back slowly so the air can be restored. In boiling water over an open fire, put a lid on the vessel and the water will not taste smoky.

4. Arrangement for sewage, waste, latrines, mess hall, etc., must be approved by local health authorities, county or state, and written statement to that effect secured. The seating capacity for latrines should not be less than one unit for each ten persons in camp.

5. All garbage and slops disposed of by incineration, or

removal from camp. Cans for collecting garbage must be fly tight, covered with fly-tight lids and sterilized with boiling water or treated chemically daily.

6. Grounds carefully drained.

7. Every reasonable precaution to prevent and exclude flies and mosquitoes.

8. Particular care to insure clean and sanitary condition of kitchen, storage and dining room facilities, table and dishes. Daily inspection by director or someone representing her.

9. Complete physical examination of all persons handling food before they are hired.

10. Individual health examinations,—a certificate signed by home physician,—condition of heart, lungs, and general health, to be presented by each camper on arrival. Individual health inspection on day of arrival at camp, and isolation for all cases of anything which may prove contagious or injurious to other campers. Individual health inspection by camp health officer or practising physician at least once each week. Daily report of records kept of individuals receiving treatment.

11. Arrangements made with local physician for services in cases of emergency or illness. (Camps frequently can secure free services from Public Health Service and nurses.)

12. Cleanliness of person taught and practised by all.

13. Some provision made for private individual bathing.

B. Desirable but not Required

1. Amount of candy and other luxuries limited to a daily expenditure of ten cents per girl, or less. Adjustments of diet made for the too heavy, too thin, aenemic, etc., to suit individual cases and under the direction of the nurse.

2. A complete physical examination following the outline in Campward Ho! including physical measurements, and general health of all Scouts and adult campers one week or less, on arrival in camp, two weeks later and at time of leaving camp.

3. A physician or a graduate nurse resident in camp for the entire period to act as health officer; to give daily instruction in bandaging, first aid, health and sanitation; to make daily sanitary inspection of food supplies and to furnish written report of this to Camp Director.

4. Eradication of mosquitoes, flies and other insects as a result of care and activity of Scouts in camp.

5. Recommended that girls be classified in tents according to age and maturity.

6. Recommended that for sanitary reasons hair be worn in one braid, or if curly tied at the back.

6. Food Supply and Commissary

A. Required

1. Ample supply of plain, wholesome, tastily and appetizingly cooked food, not less than 3,000 to 3,300 calories daily per person.

2. Well balanced and varied menus supervised by a home economics expert or someone with equivalent knowledge of foods. Provision made for plenty of green vegetables, milk and fresh fruit.

3. A system of serving which guarantees each child plenty of food. It is recommended that false economy should not be practised through the purchase of a cheap quality of food.

B. Desirable but not Required

1. A careful estimate before camp opens of food required for the entire season to supply a prescribed menu. (Staples are cheaper when ordered wholesale.)

2. Some part of food for campers, grown by Scouts, either at home or on the grounds of camp, where this is practical.

3. A complete daily record of supplies of food issued, the number of meals, the number of persons served at each meal, the actual cost per day with comment and suggestions.

4. A barbecue, also a breakfast or other meal cooked in a bean hole.

5. One meal daily for six days, or all meals for full two days to be prepared by the Scouts themselves on short camping trip during their outing when Scouts are over twelve years of age.

7. Business and Records

A. Required

1. The written consent beforehand by parent or guardian of each girl to attend camp.

2. A roll call or definite checking up by patrol leaders and Court of Honor once daily.

3. A careful and impartial record of all cash receipts and expenditures made during the camp season. A complete daily record of all food and equipment received and issued, the number of meals served, the number of persons served at each meal, and the actual cost per day with comments and suggestions.

4. A record of program activities.

5. A record showing tests passed or advancement in Scouting made by the girls.

6. A complete record of all Scouts attending camp during

the season including name, address and telephone number, and person to notify in case of emergency.

7. A record of the above to be included in a report submitted to the Camp Committee, Troop Committee or proper local Scout authorities, and a copy or summary furnished to the Department of Camping at National Headquarters.

B. Desirable but not Required

1. Comprehensive financial record of business transactions, equipment and transportation contracts, applications signed by parents and scouts, vouchers used in payment of bills or other tangible evidence of good business management. This statement with a complete inventory of equipment made at the close of the camp season to be filed with the Chairman of the Local Troop Committee or parent institution or the Camping Department of the National Headquarters.
2. All accounts audited by a certified public accountant.
3. An inventory of camp equipment made at the close of camp.
4. Court of Honor minute book.
5. Camp logge or newspaper.
6. A record of suggestions made by counsellors at the close of the camping season for improvement and development of camp.
7. A set of good camp action pictures showing Scouts in relation to equipment.

State Department of Health, Maine

Standards for Summer Camps

The following standards for summer camps promulgated by the State Department of Health of Maine cover only those phases of camping having to do with hygiene and sanitation.

Class "A"

Site.—The sites of camps should be favorably located on high ground with sandy and gravelly soil. Swampy areas should be avoided if possible. Good natural drainage and high dry lands are very desirable.

General Appearance and General Conditions.—Camps should be so situated that they may get plenty of sunshine, all underbrush should be kept cut down and everything done to make the camp as sanitary as possible. Too many shade trees prevent proper drying, and sunning of tents, clothing, etc.

Water Supply.—The source of water supply for domestic,

culinary, and drinking purposes must be absolutely beyond the reasonable limit of suspicion as demonstrated by careful survey of watershed, and by standard methods of water analyses.

Toilets.—Adequate numbers of flush toilets in clean, and well ventilated and lighted toilet rooms must exist with adequate water supply to efficiently flush the toilets,—or approved chemical toilets.

Sewage Disposal.—This must cause no nuisance whatsoever and in no way endanger the public health. Satisfactory disposal may be accomplished by the following methods:

1. Connection to the city sewage system.
2. Septic tank and subsurface irrigation of proper design.
3. Tank treatment with the disposal of effluent into a large body of water, so that—(a) no water supply is polluted; (b) no nuisance caused; (c) no bathing beaches are contaminated; (d) the public health is not endangered in any other manner.
4. Cesspool that in no way endangers the water supply or is a nuisance, although this is to be merely tolerated at best, but seldom recommended.
5. The discharge of raw sewage into lakes and streams cannot be approved except under the most unusual conditions.

Garbage Collection and Disposal.—If garbage cannot be disposed of immediately, it should be stored in galvanized iron cans with covers. Cans should be kept thoroughly clean and thoroughly cleansed after each emptying. Places where cans are located must be kept neat and clean so as not to attract flies, and should be kept preferably within a screened area. The following methods of disposal are satisfactory:

1. Removal from the premises and buried,—to be covered by at least one foot of earth immediately on dumping.
2. Disposal by throwing into lakes or streams is not lawful.
3. Feeding to hogs or chickens,—the amount fed should only be that which may be consumed at each feeding, and the feeding place should be maintained in a neat and clean condition. All feeding places should be raked and cleaned at least once each day, then the refuse disposed of by burial or incineration.
4. By burning in well-constructed incinerators.
5. Refuse must not be thrown into the woods or ground, unless it is covered by earth. Kitchen and dining room must be screened to protect from flies and mosquitoes, and food handling facilities must be scrupulously clean.

Ice-box.—The ice-box must contain two compartments; keep the dairy products separated from the meat products.

Milk Supply.—Milk supply should be preferably from tuberculin tested cattle and should be handled in a satisfactory maner.

Buildings.—All buildings should be clean, well-ventilated

and lighted, and pleasing in appearance. Interior walls should be such as to be easily kept clean and neat.

Flies.—Flies are a menace to health and will not be tolerated.

Mosquitoes.—Every means should be taken to destroy the breeding places of mosquitoes, as they are very annoying and may cause much discomfort. Sleeping quarters should be provided with suitable mosquito netting, so that the sleepers will be protected from the mosquitoes at night.

Bathing Beach.—The water must be absolutely free from sewage disposal, and must not be used to such an extent that the bathing load is exceeded. The bottom should be preferably of sand or gravel. The water should be free from floating material. No litter or unsightly material should be tolerated on the shore or in the water.

Class "B"

When the resort falls short of Class "A" requirements, it should be rated as Class "B."

Class "C"

This is what is termed as the privy resort and the other sanitary conditions are in a smaller crude state. Unless all other features are in excellent condition a camp with privy toilets should not be given more than the Class "C" rating.

Class "D"

In this type of camp nearly all of the sanitary standards are violated.

Blank for Examination of Summer Camps

State of Maine

Name of Camp..... Location.....
P. O. Address.....
Boys, Girls or Family..... Owner.....
Rates..... Home Address.....
Denomination.....
General Condition (Cleanliness, situation, character of soil, etc.)
.....
Main Lodge (situation, arrangement, cleanliness).....
.....
Kitchen (screened, food exposed to flies, cleanliness of kitchen cooks and helpers. Have kitchen help had typhoid fever or been inoculated against typhoid? Method of washing dishes.)
.....
Ice Box (separate compartments for butter, eggs, milk, and meat, cleanliness, cooling arrangements).....

Dining room (screened, cleanliness, method of serving food, etc.)
Milk supply (from tuberculin tested cows, method of handling, etc.)
Drinking water supply (source, possibilities of pollution, has it been analyzed at State Laboratory?)
Common drinking cup
Lodges or tents (arrangements, number in lodge or tent, toilets connected)
Kind of toilets (flush, chemical, earth or pail)
Water supply for flush toilets
Disposal of wastes from toilets
Disposal of kitchen wastes
Disposal of garbage
Infirmary (separate building and location)
Camp Physician
Camp Nurse
Location of swimming beach
Remarks and recommendations

A Statement of Basic Standards for Organized Summer Camps

Proposed by the New England Section, National Association of Directors of Girls' Camps[1]

In view of the responsibility brought by past achievement and recognition, we, as Camp Directors, wish to state our common and fundamental aims and standards, both for ourselves and all others who would undertake this most important work.

Article I. We believe that the value of any camp depends, first of all, upon its Directors. The individual Camp is thus the outgrowth of the personality, vision, and ability of its Directors, transmittted directly and indirectly through their helpers to every camper.

Article II. The physical fundamentals of a good camp are: Strict and intelligent attention to sanitation; pure and sufficient water supply; clean, balanced and appetizing food; safety in all activities.

Beauty and healthfulness of location.

Such thoughtful selection of equipment as shall secure for each camp whatever its Director considers useful in carrying out his work for his campers.

Article III. Turning now to the higher purposes which the good Camp fulfills, we believe that the good Camp should apply

[1] Adopted by The National Association of Directors of Girls' Camps at Annual Meeting, November, 1923.

to its work, as well as to its corps of helpers, three measuring rods:—*Health, Character, Joy.*

(a) We believe that the good Camp measures the value of its location, sanitation, food, equipment, personal relationships and program in terms of *Health.*

It makes the inculcation of health habits an integral part of the Camp program, and strives to achieve for its campers good health as a durable and joyful possession, worthy of daily effort and attention.

(b) We believe that the good Camp measures the value of its location, its equipment, personal relationships and program in terms of *Character.*

It consciously and unconsciously develops in its campers the great fundamental virtues, such as: obedience to law for the good of the whole, resourcefulness, loyalty, tolerance, generosity, a desire to serve, leadership,—in short, just the qualities most needed for good citizenship.

(c) We believe that the good Camp measures the value of its location, its equipment, personal relationships, and program in terms of *Joy.*

It secures happiness for the Camp season. More than this, one of its chief effects is to enable our youth to revalue for themselves the various ways men employ to secure it. Thus it educates for leisure, and for the life-long enjoyment of the durable satisfaction of life.

Article IV. We have the right to expect, even in the brief period of one season, some measure of benefit in each of these three points:

Superior health. The knowledge and will to preserve it.

Mastery of the body. Joy and skill in its use both on land and in water, keenness of eye and ear, deftness of hand, senses, alert in observation, hearts responsive to beauty.

Social consciousness and responsibility, modesty in victory and graciousness in defeat, resourcefulness and reliability, contentment with simplicity and readiness to serve and to endure.

We, then, the members of this Association, take upon ourselves again our loved task, the conscious work with *Life* itself. Let us ever and always try to measure our work in the achievement for ourselves, our helpers, and our campers of more abundant *Life.*

Licensing Camp Directors and Counsellors

The time is not far distant when a certificate of proficiency may be required of all persons desiring to conduct camps and of those who work in camps as counsellors.

As yet there is no public authority for certification of

directors and counsellors from the standpoint of their general and specific knowledge of organized camping.

The Massachusetts Girl Scout Organization has instituted a system of licensing directors and leaders. Four classes of licenses are issued as follows:

No. 1. For officers taking scouts to a camp already prepared and equipped.

No. 2. For officers taking scouts on over-night hikes.

No. 3. For officers taking scouts to camp where they will sleep in tents.

No. 4. For director of a large camp.

Applicants for license are required to pass certain tests before a camper's license is issued. These tests are as follows, one each for the several classes listed above:

Camper's Test No. 1

Minimum Requirements for an Officer Taking Scouts to a Camp Already Prepared and Equipped

1. Know precautions necessary in making safe bathing arrangements.

2. Know minimum requirements for first aid, *i.e.*, treatment for strains, abrasions, and burns; how to stop bleeding; the Shaefer method of resuscitation.

3. Know minimum requirements for home nursing, *i.e.*, how to take temperature, pulse, and respiration; antidotes for poisons, treatment for poison ivy, sunstroke, heat prostration, fainting and irregularity of the bowels.

4. Draw up list of supplies for camp medicine chest.

5. Draw up list of necessary equipment for scout to take to camp

6. Draw up schedule of activities for camp of 8 to 24 scouts for one week in camp.

7. Draw up menu of well-balanced meals for one week in camp.

8. Draw up plan assigning fatigue work for one week according to the patrol system.

9. Be able to build and light a fire in the open; know precautions to take in building and extinguishing fires; know rules of safe handling of hatchet and axe; know kinds of wood, and their qualities as fuel, and know laws of conservation.

10. Be able to conduct a ceremonial for morning and evening colors, and know duties of "Color Guard."

11. Know how to teach one good scout game, and, if possible, be able to conduct singing.

12. Know how to lay a trail, and be able to follow a trail of half a mile in 25 minutes.

Camper's Test No. 2

For Officers Taking Scouts on Overnight Hike

1. Shall have passed "Campers" Test No. 1.
2. Know how to choose camp site.
3. Must have been on at least one overnight hike.
4. Know how to make proper sanitary arrangements in camp.
5. Draw up list of provisions and make menu for well-balanced meals for one day to be cooked over camp fire.
6. Know how to roll blankets and equipment to carry over shoulder or on back.
7. Know how to make comfortable bed on the ground.

Camper's Test No. 3

For Officer Taking Scouts to Camp Where They Will Sleep in Tents

1. Shall have passed Campers' Tests Nos. 1 and 2.
2. Be able, with the assistance of three others, to pitch and strike a tent 9′ by 9′ and understand the care of ropes and canvas.
3. Know how to make a flag pole.

Camper's Test No. 4

For Director of Large Camp

1. Shall have passed Campers' Tests Nos. 1, 2, and 3.
2. Know how to choose site and lay out camp for 50 to 150 people.
3. Know how to make necessary sanitary arrangements for required number; these arrangements to include latrines, wash house, and refuse pit, and how to procure pure water.
4. Know how many officers and instructors there should be, in proportion.

When anyone in the Girl Scout Organization of the State desires to secure a license a formal application is made upon the following blank. If successful in passing the test required a license is granted the applicant.

Massachusetts Girl Scouts

Application for Campers' License

Name ..... Age.....

Address .....

Position in Scouting..... Scout Rank .....

I hereby apply for *License Number* ..... (See reverse side).....

Date ..... Signature .....

This is to certify that the qualifications of the applicant to take Scouts camping or on over-night hikes have been investigated, and that the Local Council, (or Camp Committee) recommends that she be granted a License, covering the points in which she shall have satisfactorily passed the required tests.

Date ..... Signature .....
(Commissioner, Member of Council,)
or Member of Camp Committee.

License Issued (Full, Temp., or Prov.)	*License No.*	*Date Issued*	*Renewals*

ADDENDA

BOY SCOUTS OF AMERICA

1. The amalgamation of the Lone Scouts of America and the Boy Scouts of America on March 1, 1924, brings the total membership of the Boy Scout organization to approximately 500,000 boys. The Lone Scouts of America was organized by W. D. Boyce in 1915, primarily in the interest of the boy on the farm and in rural communities.

CAMP DIRECTORS ASSOCIATION

2. The Camp Directors Association of America and the National Association of Directors of Girls' Camps united on March 14, 1924, under the name of the Camp Directors Association. The combined membership is now approximately 350. Dr. George Meylan, of Columbia University, New York, is President, and Miss Laura I. Mattoon, of Wolfboro, N. H., is Secretary.

INDEX

Accounting, Camp,
benefits of, 542, 543
books and records, 507, 520
cash book, 507, 516
cash payment book, 521
income record, 507, 508
journal, 507, 519, 520
ledger, 507, 517, 519, 521, 523, 524
petty cash book, 507, 518
purchase book, 507, 514, 515
cash book, 507, 516
cash payments book, 521
sample of, 521
classification of accounts, 489–506
advertising, 489, 503
appropriations, 490
auditing fees, 490
bad debts, 490
books and periodicals, 490
buildings and improvements, 490
camp publications, 491
campaign receipts, 491
camper's ledger account, 491
capital accounts, 491
capital stock, 491
care of grounds, 491
cash, 492
commissions earned, 492
commission expense, 492
courses, 492
departmental expenses, 492, 493, 494
departmental salaries, 494, 495
depreciation, 495, 496
depreciation of leasehold, 496
discount on purchases, 496
donations, 496
entertainment, 497
equipment, 497, 498
fees, 498
food, 498
freight and expenses, 498
guests' board, 499
guests' ledger account, 499
income and expense, 499
insurance, 499, 503
interest, 499, 500

Accounting, camp—*Continued*
classification,
inventory, 500
land, 500
land improvements, 500
leasehold, 500
loans, 501
miscellaneous expenses, 501
mortgage, 501
notes, 502
parents' ledger account, 502
personal accounts, 502
petty cash, 502
postage, 502
prizes, 503
purchase ledger account, 503
registration deposits, 503
repairs and improvements, 503, 504
reserve for depreciation, 504
riding income, 504
shampooing, 504
staff ledger account, 504
stationery and printing, 505
store, 505
surplus, 505
taxes, 505
telephone and telegraph, 505
transportation of campers, 505
travelling expenses, 506
trips, 506
tutoring, 506
community camps, 512
financial statements, 525
purposes of, 525
balance sheet, 525, 526
sample of, 527
income and expense statement, 525, 528, 531
sample of, 529, 530, 532
forms, 533
advertising contract, 533
sample of, 540
application for membership, 533, 540
sample of, 540
bill, 533, 535
sample of, 535
charge voucher, 533, 536
sample of, 536

Accounting, camp—*Continued*
forms,
columnar ledger sheet, 533, 534
sample of, 534
inventory blank, 533, 542
sample of, 542
order blank, 533, 538
private camps, 509, 510
fundamental principles of, 488, 489
income record, 508
sample of, 508, 509, 511
journal, 519
sample of, 520
ledger, 507, 519, 521
camper's, 523
general, 520, 521, 522
parents', 522
purchase, 524
staff, 524
sample of, 524
list of forms, 533
order blank, 533, 538
sample of, 538
petty cash book, 518
sample of, 519
petty cash voucher, 533, 536
sample of, 536
private camps, 509
forms for, 509
adults', 510
children, 509
purchase book, 514
sample of, 515
receiving slip, 533, 539
sample of, 539
requisition blank, 533, 541
sample of, 541
rubber stamp, 533, 539
sample of, 539
schedules, 526
sample of, 528, 530, 531, 534
staff accounts, 512
sample of, 513
standard ledger sheet, 533
sample of, 533
statement, 533, 541
sample of, 541
trip report, 533, 537
sample of, 537
Agricultural camp, 151
instructions to campers, 151
Agricultural club camp, junior, 274
daily program, 274
group instruction, 274
Agricultural Junior Club, 135
examination blank, physical, 135
Agricultural college, 16
camps of, 16, 17
number of, 16
Agricultural college—*Continued*
extension division of, 16
relation to camp organization, 16, 17
American Legion, camps, 8
American Red Cross, 569
standards of life-saving corps, 570
training of leaders, 569
first aid, 569
life-saving, 569
waterfront protection, 100, 101
Appalachian Mountain Club, 572
camp management, 572
lectures on, 572
Application, admission. *See committee organization,* 137–141
Application, counsellor. *See* committee organization, 172–176
Associated Mountaineering Clubs, 12
development of camping, 12
number of, 12

Bathing facilities. *See camp sanitation,* 418–424
Bibliography,
camp equipment, 118, 119
camp government, 339
camp organization, 287
camp sanitation, 443, 444
camp site planning, 56
camp sites, 36, 37
camps and camping, 341–345
civic activities, 338
diet and nutrition, 486, 487
first aid, 444
leadership, 563
program making, 296
camp government, 339, 340
civic activities, 339, 340
dramatics, plays, etc., 319–325
environmental activities, 310–318
general, 296, 297, 298
language, 327–329
manual, creative and constructive activities, 303–309
physical activities, 298–303
religious activities, 340
rhythmic activities, 326, 327
stories, lists of, 330–336
religious activities, 340
social activities, 338
Big Brothers, 274
daily program, 274

Boy Scouts, 7
admission, application for, 140, 141
awards and honors, 254–258
camp equipment list, 104–106
camp management, 571, 572
camp standards, 591
details of, 591–597
certificate, physical condition, 134
communications to prospective camper, 155, 156
conferences of, 565
daily program, 279, 280
date organized, 7
enrollment of, 7
entrance requirements of, 129, 133
examination blank, physical, 133
inspection, daily, of camp, 233
instructions to campers, 150
instructions for leaders, 164, 165
leadership, 545
standard requirements of, 545, 546, 547
number of camps, 7
project list of, 224, 225
rules and regulations of, 235
example of, 235
service duties of, 216
staff in, large camp, 183
standard equipment list, 104–108
standards of leadership, 170
Sunday program, 281
survey, camp standards, 591
forms for, 598–603
training courses, 202
executives, 202
leaders, 202, 569
volunteers, 202
volunteer leaders, 561
weekly rates, 145. *See Federation of Boys' Clubs.*
Boys Club
weekly rates, 145
Books and records, for accounting, 506–543
Boston University, 566
training courses for leaders, 566
training of leaders, 571
Bureau of Home Economics, 474
food list, 474

Camp activities. *See program making,* 295–341
Camp Conference Confederation of New England, 571
lectures, 571
camp management, 571, 572
counsellors, 571
directors, 571
Camp Directors Association of America. *See also* p. 621, 565
conferences of, 565
membership, 11
objects of, 11
official publication of, 11
training for leaders, 570
Camp Fire Girls, 7
application blank, 138
admission, 138
counsellor, 172
camp management, 572, 573
capacity of camps, 191
communications to prospective camper, 154
conferences of, 565
daily program, 278, 279
date organized, 7
enrollment, 7
equipment list of, 148
examination blank, physical, 134
instructions to campers, 149
staff of, 191
standards of, 7
standards of leadership, 170
training courses for leaders, 569
weekly rates, 145
Camp government, bibliography, 339
Camp management, 571
lectures on, by various organizations, 571–581
programs of, various organizations, 571–581
Camp movement, 564
leadership, necessity of, 564–565
present status of, 564–565
progress of, 568
Camp organization, 204
age divisions, 210
award and honor groups, 211
awards and honors, 250–271
elements in, 250, 251
systems of, 251–271
basic units, 210
bibliography, 287
boats and canoes, 242
rules for use of, 242–246
camp rules, 237
daily program, 271–287
departmental groups, 211
diagram, showing staff, 205
discipline, 248
details of, 248, 249
food, serving of, 213
cafeteria service, 213, 214
restaurant service, 213
seating, 213, 214
singing during, 214
talks and announcements, 214

Camp organization—*Continued*
games and sports, 247
rules of, 247
general assemblies, 208, 209
general rules, 238, 239
hiking rules, 247
home-going rules, 247
inspection of camp, 232–234
awards for cleanliness, 232
life saving and swimming, 239–246
mass activities, 212
medical examination, **226**
forms for, 226–230
personnel, 206
business, 206
general, 206
medical, 207
rules and regulations, 235–248
score cards, weekly, 231
health and activities, 231
self-government groups, 212, 213
service, cardinal principle, 215
service duties, camper's, 214
examples of, 216–223
special groups, 211, 212
staff, 205
conferences, 209
officers, 205–208
diagram showing, 205
duties of, 206, 207, 208
rest and recreation, 209, 210
Sunday program, 273, 278, 281, 283
swimming and life-saving, 239–246
Camp rules and regulations. *See camp organization*, 235–248
Camp site planning, 38
barns, 55
boat houses, 54
bibliography, 56
buildings, plans for, 39
cesspools, 53
location of, 53
dining hall, 50
location of, 50
docks, boat and swimming, 54
games, outdoor, facilities for, 54, 55
garage, 55
ice-house, 50
incinerators, 51
location of, 51
types of, 51
kitchen, 50
location of, 50
latrines, 52
lay-out, types of, 41–46
maps, 39, 40
Camp site planning—*Continued*
miscellaneous features, **56**
recreation hall, 51
reservoir, 55
septic tanks, 53
sleeping quarters, 47
arrangement of, 48
counsellors, 50
division of, 48, 49, **50**
location of, 47, 48
plan of, 48
service staff, 50
stables, 55
store house, 50
surveys for, 38
toilets, 52
location of, 52
wash houses, 53
wells and springs, **53**
workshop, 52
Camp sites, 21
acreage, 23
average, 26
tables showing, **24, 25**
altitude of, 34, 35
avoidance of,
insects, 33
poisonous plants, **33**
reptiles, 33
bibliography, 36, 37
distance from home of camper, 28
distance from railroad, 28
drainage of, 21
food supply, location in relation to, 29, 30, 31, 32, 33
humidity of, 34
location as to transportation, **27**
location as to winds, 21
privacy, **27**
selection of, expert advice on, 36
scenery, 25
size of, 22
camp property, 22
immediate camp, 23
soil of, 22, 23, 24, 348
tables, showing accessibility, food supply, 31, 32, 33
temperature of, 34, 35
transportation facilities, **27**
water for, 27
boating, 27
swimming, 27
woods, 25
Camp Standardization Commission, 587
Camp standards, 587
basic standards, 616
organized summer camps, 616, 617

Camp standards—*Continued*
Boy Scouts, 587, 591–598
details of, 598–603
camp standardization committee, 587
forms used in survey, 598–603
Girl Scouts, 604
details of, 605–613
methods of grading, 587
State Department of Health, Maine, 613
summer camps, 613–616
examination blank, 615, 616
surveys, 587
Boy Scouts, 591–598
forms of, 598–603
Y. M. C. A., 587–591
details of, 588–591
tests, camper's, 618, 619
Y. M. C. A., 587–591
details of, 588–591
Camping,
agencies promoting, 4
Camp Directors Association, 11
churches, 9
commercial, 10
county government, 13
industrial, 10
magazines, 10
municipal government, 12
Nation Association of Directors of Girls' Camps, 11
national government, 14
press, 10
social service, 10
state government, 14
bibliography, 341–345
development of, 1, 2, 12, 586
factors in, 13–18
leaders, necessity for, 586
history of, 2–5
Camping movement, 19
development of, 19, 20
Camps,
bibliography, 341–345
capacity of, 181–197
equipment list of, 104–118
seasons for, 181–197
staff of, 181–197
types of, 4, 5
Agricultural college, 16, 17
American Legion, 8
Big Brothers, 9
Big Sisters, 9
Boy Scouts, 7
Camp Fire Girls, 7
church, 9
commercial, 10, 12
county, 13
Girl Scouts, 7
Camps—*Continued*
types of,
industrial, 10, 12
municipal, 12
national, 14
social service, 9, 10
state, 13
tourist, 10, 12, 13, 14, 15
university, 272, 273
Y. M. C. A., 6
Y. M. H. A., 138, 145, 148, 236
Y. W. C. A., 6
Y. W. H. A., 138
woodcraft camp, 8
Camps and camping,
bibliography, 341–345
Church camp, 253
awards and honors, 253, 254
general rules of, 239
weekly rates, 144
Civic activities,
bibliography, 339
Columbia University, 566
training courses, 566
counsellors, 574–577
directors, 574–577
leadership, 566, 586
director of, 578
personnel of advisers, 578
personnel of leaders, 578, 579
Commercial camp, 10, 12
Commissary supplies, 479–485
Committee organization,
application for admission, 137, 138–141
application blank, counsellor, 172–176
camp committee, 120, 121
duties of, 122–125
government of, 120, 121
camp leaders, instructions to, 161–168
camps, capacities of, 181–197
closing camp, time of, 158
communications, 161
director to staff, 161
to prospective camper, 152
examples of, 152–159
conferences, 201
opening camp, 203
training courses, 202
contract form, 177
counsellor, 177, 178, 179
private camp, adults, 180
service staff, 177
entrance requirements, 128–137
fees, 143

Committee organization—*Continued*
instructions to,
camp leaders, 161–168
campers, 146–151
counsellors, 166, 167, 168
insurance, 200
leadership, standards of, 170, 171
medical examination, 128–137
opening camp, time of, 203
physical examination, 130
form for, 130–136
publicity, educational, 126, 127
rates, weekly, 144, 145, 146
staff, camp, 181–197
definition of, 169, 170
selection of, 170, 171
standards of, 170, 171
volunteer workers, 171
supplies, purchase of, 198
training courses, leadership, 202
transportation, 198
baggage, 199, 200
campers, 198, 200
insurance, accident, 200
Conferences, 565
as training courses for leaders, 565, 566, 570
Contract forms. *See committee organization*, 177–180
Cornell University, 568
camp management, 572
lectures on, 572
training of counsellors, 568
Counsellor, 548, 558, 559
application blank of, 176
duties of, 559, 560
licensing of, 617
qualifications of, 548–558
training courses for, 568–577
County agricultural camp, 151
instructions to campers, 151
County camps, 13

Daily program. *See camp organization*, 271–287
Department of Agriculture, 474
bill of fare making, 479
extension work of, 16
food lists, 474
Diet and nutrition, 445
balanced diet, 472, 473, 474
bases of diet in different ages, 462
necessary bases, 463
table showing, 463
bibliography, 486, 487
bills of fare, 471
adequate, 472, 475
inadequate, 471
making, 479
Diet and nutrition—*Continued*
caloric food values, 447, 448
100-calorie portions, 448
contents of various foods, 454–460
calcium, 455, 456
iron, 456
phosphorous, 457
protein, 455
roughage, 459
vitamins, 455, 457, 458, 459
food as fuel, 447, 448
food lists, 474
market list, 477, 478
menus, 475, 476, 477
mineral substances in, 449, 450
palatability of food, 462
principles of, 445, 446
proportions of certain foods, 454
protein, 446, 447, 449
purchasing of food, 479, 485
ration, per-man-per-day, 453
caloric content of, 453
requirements of, 446
fat, 446, 447
protein, 446, 447
starch, 446, 447
sugar, 446, 447
roughage in, 452, 453
score cards, 479
summary, balanced food supply, 469, 470
vitamins, 449, 451
tables showing bases of diet, 463
calorie-portions (100), 464
cereal grains, 467
fats, 468
miscellaneous, 469
protein, efficient, content, 465, 466
sugar, 468
summary, well balanced food supply, 469, 470
Dining hall. *See equipment*, 74–78
Director
duties of, 122–124
licensing of, 617
qualifications of, 545–548
training courses for, 574–577
Disabled veterans' camp,
weekly rates, 145
Discipline. *See camp organization*, 248, 249
Diseases, infectious, 347, 438
control of, 438, 439
vaccination against, 438, 439
Docks, 54
boat, 54, 98
swimming, 54, 97, 98

Equipment,
archery, 102
targets for, 102
barn, 107
benches, 75
bibliography, 118, 119
boat house, 99
buildings, composite, 89
camp store, 91
supplies in, 92–94
canoes, 96
crafts equipment, 103
definition of, 58
dining hall or tent, 74
dimensions of, 74, 75
individual service, 77
seating, 75
space per capita, 74, 75
table service, 77, 78
tables, 75
construction, 75
types of, 74
docks, 97, 98
fire place or camp fire, 102
flag pole, 103
games, 95
types of equipment for, 95, 96
garage, 107
garbage, disposal of, 88
guns, 103
targets for, 103
ice-house, 86
capacity of, 86, 87
construction of, 86
kitchen, 78
arrangement of, 78, 79, 80
dimensions of, 78
equipment of, 80–85
floor plan of, 79
laundry, 87
equipment of, 87
nature museum, 94
equipment, movable, in, 95
motor boats, 97
necessity for simplicity, 57
office headquarters, 90
equipment of, 91
floor plan of, 90
outdoor theater, 102
recreation hall, 71
decoration of, 72, 73
dimensions of, 71, 72
fireplace in, 72
floor space per capita, 71, 72
furnishings, 73
seating facilities in, 73
row boats, 96
sail boats, 97
seating facilities, 73, 75, 77
sewage, disposal of, 88
shower baths, 100
Equipment—*Continued*
sleeping quarters, 58
air space per capita, 58, 59
floor space per capita, 58, 59
movable equipment in, 67–69
permanent, 68
temporary, 68
tents, 60, 61, 62
standard list of, 104–118
Boy Scouts, 104–108
commissary, 109
fresh air camp, 114–118
Girl Scouts camp, 108
headquarters, 109
hospital, 110
living quarters, 111, 112
personal equipment, 108
three-unit camp, 109
commissary, 109
headquarters, 109
hospital, 110
living quarters, 111, 112
storage places, 85
types of, 85, 86
swimming cribs, 99, 100
swimming pools, 100
tables, 75
tents, 60
advantages, 66
disadvantages, 66, 67
standard sizes of, 60
types of, 61–64
toilet, facilities for, 69
disposal of wash water, 70
wash basins, 69
wash houses, 70
water supply, 70
water sports, facilities for, 96
boat house, 99
canoes, 96
docks, 98
boat, 98
floating swimming, 98
swimming, 97
dimensions of, 97, 98
motor boats, 97
row boats, 96
sail boats, 97
swimming cribs, 99
construction of, 99
swimming pools,
dimensions of, 100
water-front protection, 100
American Red Cross, 100
water storage, 88
Examination, physical, of camper, 435
enuresis, presence of, 437
form for, 436
history, importance of, 437

Examination, physical, of camper, thoroughness, necessity for, 435, 436, 437

Federation of Boys Clubs, 8
  number of camps, 8
  enrollment, camp, 8
Federation of Girls Clubs, 8
Financial statements, 525–532
First aid,
  bibliography, 444
Fly-traps, 426, 427, 428
Food supply,
  protection of. *See camp sanitation*, 413–418
  transportation of, 29
Foods,
  bibliography, 486, 487
  lists of, 474
  purchasing of, 479–485
  substances, necessary in, 446–453
  tables of, 463
    bases of diet, 463
    caloric portions, 464
    cereal grains, 467
    fats, 468
    menus, 475, 476, 477
    miscellaneous, 469
    protein, efficient, content, 465, 466
    sugar, 468
    summary, well balanced food supply, 469, 470
Forms,
  accounting, 533–542
  admission, 137–143
  application, counsellor, 172–176
  certificate of health, 229
  contract,
    adult camper, 180
    counsellor, 177–179
    service staff, 177
  examination, summer camp, 615, 616
  physical examination, 130–136, 226–230
  health and activities, 231
  survey, camp standards, 598–603
Fort Riley-McMunn incinerator, 372
Fresh air camp, 184
  capacity of, 184, 185
  daily program, 272
  entrance requirements, 128, 136
  equipment, standard of, 114
  examination blank, physical, 136
  staff of, 184, 185
  standard equipment list, 114–118
  weekly rates, 145

Garbage, disposal of. *See Sanitation*, 406–412
Girl Scouts,
  awards and honors, 270, 271
  camp inspection, 234, 235
  camp management, 571
    lectures on, 572, 573
  camp standards, 604–613
    details of, 605–613
  capacity of camp, 189
  conferences of, 565
  contract form, 177
    counsellor, 177
  daily program, 277
  date organized, 7
  enrollment of, 7
  entrance requirements, 129, 132, 133
  leadership, standards of, 170
  personal suggestions, 237
  physical examination, 132
    form for, 133
  recommendations to National Committee, 604
  schedule, weekly, 223
  special events, 277
  rules for, 244
    boats, 244
    camp, 237
    canoes, 244
    swimming, 244
  service organization of, 221
    patrol unit, 221, 222
    weekly schedule, 223
  staff of, 189
  standard equipment list, 107, 108
  standards of, 129
  Sunday program, 278
  training courses for leaders, 569
  weekly rates, 145
Girl Scouts National Training School, 579
  campers' schedule, 580
Girls Club camp, 186
  capacity of, 186
  daily program, 285, 286
  staff of, 186
Girls' and Women's Clubs,
  weekly rates, 145
Goucher college, 573
  training courses, 573
    counsellors, 573

Highways, mileage of, 3
Highways, national, 14
  construction of, 14
  cost of, 14
Horsfall incinerator, 373

Hospital, 439
equipment of. *See camp sanitation,* 440–443

Incinerators. *See sanitation,* 372, 373, 407, 408, 409
Industrial camp, 10, 12, 275
adult, 275
daily program of, 275
family, 275
Infectious diseases, control of. *See sanitation,* 346, 347, 438, 439
Insects, destruction of. *See sanitation,* 426–435
Institutional camp, 247
home-going rules, 247
service duties of, 223
weekly rates, 145
Institutional camp, girls, 187
capacity of, 187
daily program, 276
rules of, 238
staff of, 187
swimming rules of, 245, 246

Kitchen. *See equipment,* 78–85

Leaders, training of, 564
camp management, 571–581
lectures on, 571–581
courses for, 566–586
necessity for, 586
qualifications for, 567
educational, 568
sources or means utilized for, 565–571
colleges, 566, 567, 568, 571, 573, 574
conferences, as training courses, 570
organizations, 567, 569, 570, 574
Leadership, 544
bibliography, 563
counsellor, 548, 558–560
duties of, 559, 560
selection of, 548
qualifications of, 548–558
successful, 551–558
director, 544, 549
problems of, 558
qualifications of, 544–548
leader, 544, 545
qualifications of, 546, 547
problems of, 558
qualifications for, 544–558
Leadership—*Continued*
leader,
standard requirements of, 545–548
tests, final, of, 561
volunteer leaders, 561
Life-saving, 569
standards, American Red Cross, 570
Licensing of,
counsellors, 617
directors, 617

Maine, state department health, 613
camp standards, summer camps, 613–616
examination blanks, 615, 616
Massachusetts Girl Scouts, 618
licensing of,
directors, 618
form of application, 620
leaders, 618
Medical examination, camper, 226–230
Menus, 475, 476, 477
Milk supply, 31
protection of. *See sanitation,* 417–418
transportation of, 31
Mosquitoes. *See sanitation,* 431–433
Motor tourists, 14
camp sites for, 14, 15
Motor vehicles, number of, 3
Municipal camp, 181
capacity of, 181, 182
staff of, 181, 182
two weeks' program, 286, 287
weekly rates, 146
Municipal school camp, 281
daily program, 281

National Association of Directors of Girls' Camps. *See also* p. 621; 565
conferences of, 565
objects of, 11
official publication of, 11
standards, basic,
organized summer camp, 616
training courses of, 11
training for leaders, 570
nature counsellors, 570
swimming counsellors, 570
National camps, 14
camp sites, 14
development of, by national agencies, 14, 15, 16, 17

National Forest Reserve, 14
area, 14
number of properties, 14
National organizations,
training courses of, 569
National parks, 14
area of, 15
extension of, 3
number of, 15
visitors, number, to, 16
National Recreation Conference, 565
National Training School, Camp Andrée Clark, 581
lectures, 581
National Training School, Girl Scouts', 579, 580
New York State College of Forestry, 568
training of leaders, 568

Palisades Interstate Park, 572
camp management, 572
lectures on, 572
Physical examination. *See committee organization,* 130–137
Population, 2
distribution of, 2, 3
factors influencing, 3
highways, improved, 3
motor transportation, 3
national park extension, 3
wealth, increased, 3
working hours, shortened, 3
rural, 2
urban, 2
Private camp, 4, 5
date organized, 4
adults, 4, 5
boys, 4
girls, 5
growth of, 4
number of, 4, 5
Private camp, adults', 4
contract form, 180
number of, 5
Private camp, boys',
admission, application for, 143
counsellor, 179
contract form of, 179
daily program, 285
date organized, 4
growth of, 4
leader, 174
application form of, 174
medical and physical examination, 229
form for, 229
monthly, 230
Private camps—*Continued*
number of, 4
types of, 4
Private camp, girls', 4
admission, application for, 141, 142
form of, 142
awards and honors, 261–269
counsellor, 173
application blank for, 173
capacity of, 197
contract form of, 178
daily program, 284
instructions to campers, 147
instructions to counsellor, 166, 167, 168, 169
number of, 5
physical examination, 137
form for, 137, 226, 227
certificate of, 229
rules of, 245
boats, 245
canoes, 245
swimming, 245
service duties of, 218, 219, 220
service staff, 177
contract form of, 177
staff of, 194, 195, 196
Private organization camp, 5
agencies promoting, 9–20
enrollment in, 18
number of, 18
organizations promoting, 6, 7, 8, 9, 11–20
types of, 6–13
Program making,
bibliography. *See reference works,* 296
camp book or log, 336
camp government, 339, 340
camp library, 337
camp newspaper, 336
civic activities, 339, 340
civic interest, 293
classification of activities, 288, 289
conversation, 336
dramatics, 229, 319–325
educational importance of camp program, 288, 289
environment, 290, 310–318
language, interest in, 292
letter writing, 337
manual, creative, constructive, activities, 291, 303–309
original songs, poems, etc., 337
physical activities in, 289, 290, 291, 298, 303
public speaking, 336
reference works on, 296
camp government, 339, 340

Program making—*Continued*
reference work on,
civic activities, 339, 340
dramatics, plays, etc., 319–325
environmental activities, 310–318
general, 296, 297, 298
language, 327–329
manual, creative and constructive activities, 303–309
physical activities, 298–303
religious activities, 340
rhythmic activities, 326, 327
stories, lists of, 330–336
religious activities, 340
rhythmic activities, 292, 326, 327
social interest, 293

Rates, weekly. *See committee organization*, 144–146
average of, 146
Ration, per-man-per-day, 453
caloric content of, 453
Religious activities,
bibliography, 340
Reservoirs, 360, 361
capacity of, 361
plan of, 361
Rules and regulations, 235
boats, 242, 244, 246
canoes, 243, 244, 246
games and sports, 247
going-home, 247
hiking, 247
life-saving, 239–241
swimming, 239, 241, 242, 244, 245

Sanitation, 346
bathing facilities, 418
shower baths, 419–422
diagram of, 419, 421, 422
water heater for, 420
swimming pools, 421–424
purification of, 422
bibliography, 443, 444
camp sites, 347
soil, 348
435
examination, physical, of camper,
enuresis, presence of, 437
form for, 436
history, importance of, in, 437
thoroughness, necessity for, 435, 436, 437
food supply 413
cleanliness of, 417
food, 417
personal, of handlers, 417

Sanitation—*Continued*
food supply,
dishes and utensils, 413
washing and sterilization of, 413, 414
examination of food-handlers, 415
flies, danger of, to, 413
food containers, 416
ice-boxes, care of, 415
sinks, care of, 415
tables, care of, 415
garbage, disposal of, 406
burial of, 412
cans, 406
stand for, 406
incinerator, 407, 408, 409
diagram of, 407–411
types of, 407–411
grounds, 434
general cleanliness and attractiveness, 434, 435
hospital, 439, 440
equipment of, 440–443
medical attendants, 439
infectious diseases, 347, 438, 439
control of, 438, 439
diphtheria, 438
prophylaxis of, 438
small-pox, 438
vaccination, 438
typhoid fever, 438
vaccination, 438
incinerators,
types of, 407–411
diagrams of, 407–411
insect control, 426
bedbugs, destruction of, 434
flies, 426–429
fly-trap, diagram of, 426–429
fly-paper, 430
fly poison, 430
fly swatters, 430
fly-wire, 430, 431
mosquitoes, 431
destruction of, 432, 433
destruction of breeding places, 432, 433
as malaria carriers, 431
screening against, 431
roaches, destruction of, 434
manure, 412
disposal of, by,
burning, 413
sale, 412
treatment of, by,
borax, 413
oil, 413
milk supply, 417
danger of disease from, 417
general dairy precautions, 418

Sanitation—*Continued*
milk supply,
pasteurization, 418
tuberculin test for cows, 417
necessity for, 346
refuse, disposal of, 365
rubbish, disposal of, 412
by incineration, 412
screening, 431
sleeping quarters, 424
air space per capita, 425
beds, placing of, 425, 426
bunks, double-deck, 425
undesirability of, 425
floor space per bed, 425
ventilation, 424, 425
sewage, disposal of,
bath water, 403
methods of disposal, 403
incinerator, 372
plan showing detail, 372, 373
types of, 372, 373
kitchen waste, liquid, 403, 404, 405
grease-trap, 404
soakage pit, 404
latrine, 383
methods of,
cesspools, 398
undesirability of, 399
dilution, 387, 399
filtration, intermittent, 396
diagram of, 397, 398
small beds, value of, 399
underground, 395, 396
space required, 396
privies, 366
construction of, 366–371
diagrams of, 366–371, 380, 381, 383
privy,
L. R. S. privy, 375–378
diagram of, 375–378
pit, 380–385
diagram of, 380–383
undesirability of, 383
sawdust barrel, 379
diagram of, 379
septic tank, 374–378, 387, 388, 392
capacity of, 375, 390, 391
construction of, 375
diagram of, 375–378, 389, 390, 392
subsurface irrigation, 392
diagram of fields, 393, 394, 395
toilet and privy buildings, 401
sanitation of, 401
Sanitation—*Continued*
sewage, disposal of,
urinals, 400
diagram of, 400
soakage pits, 401, 402
water-carriage system, 386, 387
sewage, treatment of,
methods of, 387
dilution, 387
filtration, 395, 396
irrigation, subsurface, 392
diagram of, 393, 394, 395
septic tank, 374–378, 388, 390, 391, 392
capacity of, 390, 391
construction of, 375
diagram of, 375–378, 389, 392
section of, 390
objects of, 387
standards of, 346
swimming pools, 421
methods of renewing water in, 423
purification of, 422
methods of, 422, 423
transmission of disease by, 423, 424
water supply, 348
amount of, 349, 350
contamination of, 351
distribution of, 364, 365
drinking fountain, 364
plan of, 364
importance of, 348
purification of, by, 355–365
boiling, 355
chlorination, 356
Lyster bag method, 358
tests for chlorine, 363
reservoirs, 360
capacity of, 360, 361
sources of, 349
springs, 352–357
wells, 351–354
diagram of, 352–354
Sargent School, 568
leaders, 573
training courses for, 573, 585
Schedule, camper's, 580
School camp, 146
weekly rates, 146
Score card,
health and activities, 231
form of, 231
menu-building, 429
Settlement camp, 281
daily program, 281
entrance requirements of, 135
physical examination, 135
form for, 135

Settlement camp—*Continued*
weekly rates, 144
Sewage, disposal of. *See sanitation,* 365–405
Sewage, treatment of. *See sanitation,* 387–398
Shower baths. *See sanitation,* 419–422
Social activities,
bibliography, 338
Springs,
plan of, 355, 356, 357
Staff, camp, 205
diagram, showing, 205
duties of, 207, 208
rest and recreation, 209, 210
State Health Department, 20
sanitation of camps, 20
Swimming and life-saving, 238–242
American Red Cross rules, 239–240
Swimming pools. *See camp sanitation,* 421–424
Swimming rules. *See rules and regulations,* 235–245

Table,
acreage of camps, 23, 24
camp sites, 24, 25
location in relation to,
altitude, 35
food supply, 31, 32, 33
temperature, 35
comparative spaces, open and woods, 26
dining hall, 74
size of, 74
space per capita, 74
distance from home, camper, 30
distance from railroad, 28
sleeping space, 59
sleeping quarters, 68
tents, standard size of, 60
Tests, camper's, 618–619
Thayer Academy, 573
camp management, lectures on, 573
Three-unit camp,
standard equipment list, 108
Tourist camp, 12
agencies promoting, 12
sites for, 14, 15
types of, 18
Training courses,
executives, leaders, volunteers, 202
Training school courses, 566
camp experience in, 584, 585
camp management, 571–581
colleges, 566, 567
Training school courses—*Continued*
exhibition of equipment, 583
groups to be trained, 581
leaders, 566
organization for, 566, 582
sections in, 584
chairman of, 584
successful courses, 582
time consumed in, 582
topics considered, 583
Transportation, 198
baggage, 199, 200
campers, 198, 199, 505
insurance, accident, 200

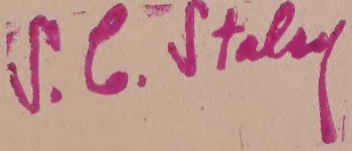
United States Army, 17
an aid to camping, 17
oldest camping organization, 17
United States Public Health Service, 20
sanitation of camps, 20
University camp, boys', 272
daily program, 272, 273
Sunday program, 273

Volunteer counsellor,
application blank for, 175

Water supply. *See sanitation,* 348–365
Wells, 352
plans of, 352, 353, 354
Woodcraft League of America, 8
conferences of, 565
divisions of, 8
organization, plan of, 8
training courses for leaders, 569
woodcraft camps, 8
Wyoming, University of, 568
training of counsellors, 568

Y. M. C. A.,
admission, application for, 139
awards and honors, 251, 252, 253
camp inspection, 233
tables, 233
tents, 233
camp standardization, 588–591
camp standardization committee, 587
camp standards, 587
survey of, 587–591
details of, 588–591
capacity of camp, 189, 190
communication to prospective camper, 152, 153, 157, 158, 159
conferences of, 565

Y. M. C. A.—*Continued*
daily program, 282
date organized, 6
enrollment in camps, 6
entrance requirements, 129
instructions to campers, 148
instructions for leaders, 161, 162, 163
physical examination, camper, 227
form for, 227
publications on camping, 6
rules of, 242
boats, 243
canoes, 243
games and sports, 247
hiking, 247
swimming, 242
staff of camp, 189, 190
standards of camp leadership, 170
Sunday program, 283
training courses, 202
executives, 202
leaders, 202, 569
volunteers, 202
weekly rates, 145
Y. M. C. A. College, 585
camp leaders, training of, 585
Y. M. C. A., international, 568
promotion camping movement, 568
training courses of, 573
Y. M. H. A.,
application for admission, 138
instructions to campers, 148
laws of, 236
weekly rates, 145
Y. W. C. A.,
admission, application for, 140
awards and honors, 259–261
camp management, 572
lectures on, 572
capacity of camp, 192, 193
conferences of, 565
daily program of, 284
enrollment in camps, 6
staff of camp, 192, 193
swimming rules of, 242
training courses, 202
executives, 202
leaders, 202, 569
volunteers, 202
weekly rates, 145
Y. W. H. A.,
application for admission, 138



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